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ABSTRACT

The guide describes a vocational English-as-a-Second-Language program for pre-employment training of Southeast Asians seeking work in entry-level health care jobs. The program was conducted in cooperation with a hospital in Massachusetts. The guide describes the program and its four instructional units in detail, and includes lesson plans, activities, worksheets, and tests for each unit. An introductory section outlines these program elements and characteristics: program design; student profile; classroom management techniques; hospital tours; job shadowing; employment of graduates; and instructional design. With each instructional unit is a description of its content, language objectives, job skill objectives, classroom procedures, and the hospital tours and demonstrations conducted for the students. The instructional unit topics were: introduction to health care (infection control, fire safety); food service; housekeeping; and finding a job in a health care facility. A form for participants' evaluation of the program is appended. (Contains 19 references.) (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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English Language
And
Skills Training
For
Entry-Level Health Care Jobs

Program Guide

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November 1991

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SKILLS TRAINING

ENGLISH LANGUAGE AND SKILLS TRAINING FOR ENTRY-LEVEL HEALTH CARE JOBS

TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS.....	1
HEALTH CARE TRAINING PROGRAM DESIGN.....	2
UNIT I. INTRODUCTION TO HEALTH CARE.....	5
UNIT II. FOOD SERVICE.....	29
UNIT III. HOUSEKEEPING.....	74
UNIT IV. FINDING A JOB IN A HEALTH CARE FACILITY....	108
APPENDIX.....	126
BIBLIOGRAPHY.....	128

ACKNOWLEDGEMENTS

This program guide is the result of a year long health care training program for South East Asians living in Lowell. The program guide and the training program were funded by Sun Microsystems, Inc. The successful collaboration between the Cambodian Mutual Assistance Association of Greater Lowell, Inc. (CMAA) and St. Joseph's Hospital of Lowell helped in making a quality program. The students who participated in the program were able to see the inner working of a health care facility from the employee viewpoint. Both the English language skills and job skills of the students improved during the training.

The Cambodian Mutual Assistance Association thanks the following people and organizations for their contributions and assistance during the program and in preparing this guide:

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Martha Simon, CMAA ESL Instructor.

Elma Vaidya, CMAA Curriculum Developer.

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The Program Guide was developed by Elma Vaidya. Some of the lessons, worksheets, and tour descriptions were contributed by Dorothy Downing and Martha Simon. The Program Guide was illustrated by Dorothy Downing. Throughout the process Vera Godley gave her support and suggestions.

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HEALTH CARE TRAINING

PROGRAM DESIGN

The Cambodian MAA (CMAA) developed and ran a pre-employment health care training program especially tailored to the needs of South East Asian adults living in Lowell and looking for employment in entry-level health care jobs. The program ran for a year and had three cycles. Students were team taught by an English as a Second Language (ESL) teacher and a registered nurse. The funding for the program was given by Sun Microsystems, Inc. The quality of the program was greatly enhanced by the very successful collaboration with St. Joseph's Hospital in Lowell.

COURSE CONTENT

The twelve week training cycles were divided up into four units. These units included topics concerning health and hygiene, First Aid, infection control, safety, hospital housekeeping, cleaning a hospital room, making a hospital bed, tray assembly, menus, food preparation, hospital schedules, job seeking skills, and job coping skills. All the content area topics included lessons on English literacy and communication skills. The teaching of each job skill was approached by looking at the basic skills and the language needed to perform the job skill.

METHODOLOGY

The method used throughout the training was content-based second language instruction. The teaching of content matter and job skills was done through current English as a second language methodology. A whole language philosophy, language experience methods, and cooperative learning were important methods used in the classroom. The ESL and health care teachers worked closely together to ensure students learned about the subject and the language needed to understand and communicate the content matter. Through content material students practiced their reading, writing, listening and speaking skills. Examples of all the different instruction methods are given in the four instructional units which follow this introduction.

STUDENT PROFILE

The training program was designed for limited English speaking adult students who had previously studied some English as a second language in the South East Asian refugee camps and in adult education classes in the U.S.A. Students in the classroom had many levels of literacy and communication skills. For many students, their communication skills were stronger than their literacy skills.

CLASSROOM MANAGEMENT

Classes were held five days a week from 9 AM to 1 PM. Three or four days a week classes were held at the CMAA. The other days classes were held at St. Joseph's Hospital depending on hospital scheduling and the need to be at the hospital for on-site classroom instruction, tours, demonstrations, shadowing, and on the job training. Classes at the hospital and the CMAA were taught by both the health care professional and the ESL instructor on different days.

HOSPITAL TOURS

Tours of the hospital were an integral part of the program. The tours were conducted under the supervision of hospital personnel. Hospital staff also permitted the use of their in-house training videos. Staff from the laboratory, x-ray department, family birth center, personnel, infection control, food service, and housekeeping took an active part in the classroom training at the hospital.

SHADOWING

The shadowing and practicum component was one of the most valuable parts of the program. This component required considerable organization on the part of the hospital and the CMAA. Issues of insurance, mantoux tests, supervision, hygiene, and safety were among some of the details that had to be worked out. Once the shadowing started students were able to interact with supervisors and other staff and experience the responsibility of working in a hospital. Students carefully watched employees doing their work and when they understood the work they participated in the jobs. They washed tables, made salads, delivered trays, and cleaned patient rooms. Hospital management was in turn directly involved with the students and gained experience in working with limited English proficient South East Asian adults. The CMAA teacher commented, "It was an eye opener for both sides."

COLLABORATION WITH ST. JOSEPH'S HOSPITAL

The success of the Health Care Training Program was in great part due to the successful collaboration between St. Joseph's Hospital and the CMAA. St. Joseph's is a private, acute care hospital situated in the center of the city in close proximity to some of the most economically depressed areas of the city. It is used extensively by the South East Asian community. The success of the collaboration was directly due to the efforts of St Joseph's Director of Development and the Health Care professional employed by the CMAA. Their willingness to involve department managers from the hospital and to work through the obstacles pertaining to the practicum as well as their commitment to the students made the collaboration possible. The managers of housekeeping and food service spent a great deal of time seeing that the practicums in their departments were successful.

EMPLOYMENT

After completing the training a good percentage of the students entered full time employment. However, for various reasons, not as many as expected were employed in the health care field. A few students were unable to overcome their fears of working with the sick or being exposed to AIDS. Other students, for financial reasons, took full time permanent jobs in other fields rather than part time or per diem employment in a hospital. Also there have been very few job vacancies in local hospitals. The students who did accept employment in the health care field as a nurses aide, as housekeepers, and as food service employees like their jobs and their supervisors are very pleased with their job performance.

CURRICULUM

The curriculum for the program has been organized into four thematic units. The next four chapters of the program guide give a detailed outline of each unit. Descriptions of the hospital tours and demonstrations have been included to help teachers with information for setting up and running a health care training program for entry-level jobs in Food Service and Housekeeping. Some sample lessons, activities and worksheets are given for each unit. Short tests were given to assess student's understanding of the course material. Assessment was also done through student portfolios and student observation. A few sample tests have also been included. At the end of each cycle students evaluated the program and this evaluation form is included in the APPENDIX.

UNIT I

INTRODUCTION TO HEALTH CARE

Students have a great deal of curiosity about health care and an eagerness to learn more about the U.S. health care system. The information presented in this unit helps students to understand more about themselves and their environment. It helps them to take better care of themselves and their families and to protect the whole family against infection and disease. The intent of the unit is to supply general information in the area of anatomy, physiology, infections, and diseases which will enable students to have a greater control over these in their own lives. The unit also introduces general safety in the home. Once the information is assimilated and digested a bridge must be provided to connect this information to the workplace. This is done through activities, lessons, videos, demonstrations, and tours of different areas of the hospital. Students begin to have an understanding of the relevance of the information in their own lives and its application in a health care setting. Specifically they see the need for infection control and safety required for entry level health care jobs in housekeeping and food service departments.

CONTENT: The students will be introduced to the following content areas in classroom/health care facility:

- Study of germs and their relationship to infection:
 - description of germs
 - reproduction and growth of germs
 - transmission of germs
 - effects of germs on man
 - control of germs by physical and chemical means
- Specific anatomy and physiology involved in disease transmission
- Impact of infection and disease in the student's lives
- Safety pertaining to specific areas of concern at home and in the workplace. This includes fire safety, electrical safety, and personal safety.
- First aid regarding burns

LANGUAGE OBJECTIVES:

- To be able to use simple medical vocabulary
- To be able to read and discuss the effects of germs at home and in health care facility
- To be able to talk about the ways diseases are transmitted

To be able to talk about and discuss the methods of disease prevention at home and in a health care facility
To be able to read and discuss the importance of sanitation in the home and in a health care facility
To be able to read and follow directions pertaining to the use of fire equipment
To be able to instruct each other in the use of proper safety techniques
To develop the oral skills necessary for communication of problems related to one's own health and the health of others.

LEARNING OBJECTIVES:

To demonstrate an understanding of germs and their relationship to infection
To be able to compare the effects of germs at home and in a health care facility.
To demonstrate an understanding of simple anatomy and physiology and how the body responds to infection
To demonstrate a knowledge of the use of physical and chemical means to control disease. For example the use of a handkerchief at home and the use of Universal Precautions in the workplace
To be able to demonstrate and explain the proper methods of lifting.
To be able to apply appropriate first aid techniques for emergency situations like burns and cuts
To be able to locate fire equipment and be familiar with its use
To be able to follow directions during an evacuation or fire drill, and be familiar with hospital codes for both
To be able to demonstrate an understanding of fire and electrical safety

CLASSROOM MANAGEMENT AND METHODOLOGY:

Before students begin their involvement with the hospital they are given a background in the study of germs and their relationship to infection. Specific anatomy and physiology necessary to understand this process is provided. Some of the teaching tools used are posters, illustrated handouts, videos, and an overhead projector. Simple demonstrations are given in class involving the use of a microscope, stethoscope, simulated heart pump, and first aid supplies. Student participation in these demonstrations is essential for a successful lesson. The lessons are followed by a tour of the hospital laboratory for the purpose of - bridging the information - observation - reinforcement - and future discussion. A lecture and video outlining specific hospital infection concerns and controls are presented by the hospital Infection Control Coordinator. Handwashing is emphasized in infection control and

special demonstrations with student participation are used to give students an understanding of its importance. Some general first aid is introduced in this unit with demonstrations regarding caring for different types of cuts and burns. The causes and preventions of accidental cuts, burns and fires are also investigated in the classroom. These lessons are followed by a hospital video and a demonstration on the proper use of fire equipment. Then students are taken on a hospital tour in which they are shown the location of various fire equipment. The unit ends with a discussion of the use of fire and evacuation procedures and the meaning of codes for these procedures.

DESCRIPTIONS
OF
INTRODUCTION TO HEALTH CARE
TOURS AND DEMONSTRATIONS

INFORMATION FOR THE TEACHER

To help with:

Job specific lessons
Food service vocabulary
Background material
Ideas for the unit

Lobby - Front Desk (General Information, location of patients, Directions)

General Admissions and Emergency Entrance-

laboratories - blood tests
various clinics, x-rays, ultra-sound, (broken bones,
birthing problems)

Medical Records - patients' files for new doctors, new hospitals

Cafeteria - for employees, guests, and mobile patients

Auditorium- for lectures, orientation, films

Day Surgery - for out patients entering on a day care basis
for minor surgery (ex: removal of tonsils), skin tests,
biopsies, x-rays

A nurse is always present; prepares patient for surgery and tends
to patient after surgery

Nurses' Station- Nurses office area; a convex ceiling mirror gives an
overall view of the floor.

Patient's Room - private, or semi-private (2 beds)
automatic, adjustable bed; gown, hair net, booties,
band-aids, and gauze pads for operation procedures
blood pressure equipment

release procedure -

patients must be picked up by someone in order to sign out

I C U - Intensive Care Unit (3rd floor)
- for critically injured and seriously ill patients
(this busy floor was obviously off limits for a tour)

I M C - Intermediate Care (2nd & 3rd floors)
for patients with improving conditions

Cardiology - for patients with heart problems
stress tests, respiratory problems

Pediatrics Unit - for children with various illnesses and injuries
up to 18 yrs. old

Young child's room has enclosed beds for the child's protection
clear plastic tents for respiratory problems

Day Care Play Room - for employees' children with minor illnesses

Family Room - a room where the ill/injured child can remain in
the hospital with family care and support

Solarium - A bright, sunny room with a large window and a view;
each floor has a solarium in the wings, used for waiting
guests & as relaxation/ entertainment room for patients
- complete with TV

NO SMOKING - All hospitals in Lowell are smoke-free
smoke affects non-smokers

Conference Rooms - (5th floor) used for conferences, meetings,
special classes, such as our Health Care Program

Family Birthing Center - for expectant mothers and their families

Nursery - place for newborns
premie in an incubator, and one other infant
newborn arrived to be examined

Birthing Rooms - for delivery of babies with families
In case of complications, there is a
completely equipped room at the end of
the floor.

Kidney Dialysis - (6th floor) for patients with kidneys that do not
function; machines clean blood

11

**"INFECTION CONTROL PROGRAM"
and
LABORATORY TOUR**

After classroom work at the CMAA on infection control students visited the hospital and were given an orientation of the hospital's "Infection Control Program." This was followed by a guided tour of the hospital laboratory.

Hospital classroom:

The Infection Control Coordinator at the hospital met with students in the hospital classroom, talked with the class, and showed visuals about the hospital's "Infection Control Program."

Outline of "Infection Control Program" lecture and video:

1. Why all people are treated as if they carried a disease
2. Types of disease which are of great concern to the hospital:
 - a. Herpes Simplex - type I
 - b. Herpes Simplex - type II
 - c. Hepatitis A
 - d. Hepatitis B
 - e. Aids
3. The people most vulnerable to diseases
4. Medical Asepsis - how and why it's used
5. Sterilization - what it is, why it is used, and methods of sterilization
6. Personal grooming
7. Handwashing - the single most effective method of prevention of disease
8. Handouts were distributed to the students on "Universal Precautions" and "Handwashing Technique" (handouts are included at the end of the tour description)

Laboratory tour:

Students were taken on a tour of the laboratory where they saw many people looking through microscopes and entering data into computers. The largest room of the laboratory was clearly divided into areas such as:

1. Urology - Urine was examined for content and causes of disease.
2. Fecal Examination

There was a separate room for Bacteriology. This room contained two large incubators, many microscopes, plexiglass protective shields, equipment for spinning down blood (to separate blood cells from the plasma), computers for data entry, and

computers that actually performed blood testing to determine the components of blood. Blood testing was explained in steps. The blood was drawn from the patient and was brought to the lab. Behind protective equipment and sometimes with the use of gloves or mask, a sample of the blood might be put on a culture plate. This is a food plate used to encourage the growth of bacteria on the plate. It can be made of blood or other substances that bacteria like to live in. The culture plate is then put into a warming incubator to make the conditions for growth ideal. In a day or two, the culture plate is removed. Behind the protective shield, it is examined and a sample of the growth is removed with a cotton-type swab and placed on a glass slide for examination under a microscope. The type of bacteria is recorded and the data is entered into a computer. The machine may suggest an effective antibiotic in the treatment of the disease and this information is passed on to the patients' charts for the doctor to evaluate.

The Blood Bank was a smaller room with microscopes, computers, and a cool refrigerator, in which many units of blood were kept. Refrigeration is necessary to keep the blood fresh and prevent the growth of bacteria. It was explained that different people's blood was different, therefore it was extremely important to adhere to proper labelling rules. Blood types were recorded and cross matched here.

Handwashing demonstration:

Students returned to the hospital classroom where they participated in a demonstration on handwashing. A harmless chemical called glow-germ was placed on their hands and they were instructed to rub this all over. Instructions on handwashing were repeated and the students were sent to the rest rooms and told to wash their hands thoroughly. Upon return, the student's hands were placed under an ultra violet light. The light revealed the areas of their hands that the students missed when washing. The light was then placed above areas the students might have touched such as door knobs, door frames, their table, and places on their noses and faces. Students were amazed by this demonstration. Some students insisted on rewashing their hands and trying again.

"UNIVERSAL PRECAUTIONS"

requirements for

ALL Health Care Workers for ALL Patients

Appropriate BARRIER PRECAUTIONS shall be used to prevent exposure of skin and eyes-nose-throat *if contact* with patient blood or the body fluids is anticipated.

Wear —



— when **touching** blood or the body fluids.

Wear —

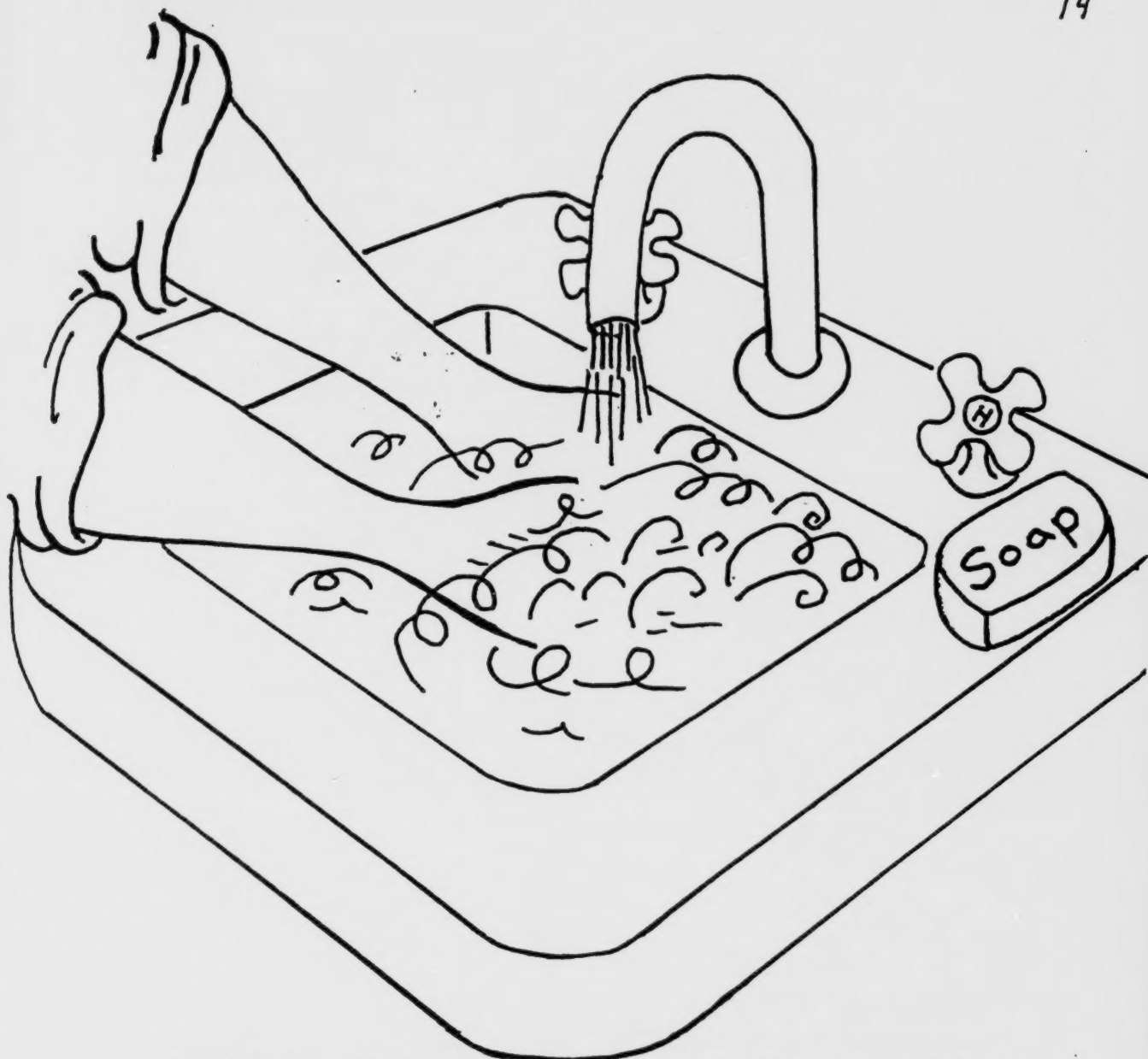


— when procedure causes droplets in the air.

Wear —



— when **splashing** of blood or body fluid.



HANDWASHING is the single effective method in preventing the spread of infection.

HANDWASHING TECHNIQUE

1. Scrub hands using friction and soap and water.
2. Rinse hands under running water.
3. Repeat handwashing and rinsing.
4. Dry hands well with paper towel.
5. Use a clean paper towel to turn off faucets. (Consider all faucets contaminated).

FIRE EQUIPMENT TOUR AND DEMONSTRATIONS

This tour was arranged after classes at the CMAA were given on fire and electrical hazards, safety, prevention of accidents, and first aid specific to the hospital setting. Videos about fire and safety were shown in the classroom before the hospital tours.

Hospital classroom:

Students met with the head of the housekeeping department. They were given an explanation of the various types of fire extinguishers and their uses.

Demonstration on fire extinguishers:

A demonstration was given on the use of fire extinguishers and students were allowed to pick up the extinguisher and show how they would use it.

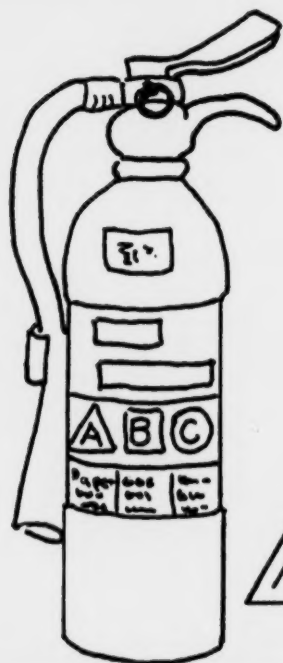
Tour:

Students were taken on a tour of three areas of the hospital. They were encouraged to ask questions and the following items were pointed out to the students:

1. Hospital intercom use and codes for fire drills and fires
2. Hospital door safety features
3. Hospital wall maps where fire items could be located
4. Locations of fire hoses and a description of how to use them
5. Location of elevators
6. Location of Fire Exits and signs and how to read the signs on the map (This encouraged a discussion of when not to use the stairways and elevators and when to use them)
7. Locations of sprinklers and how they work
8. Location of fire-pull levers (This prompted a discussion on what happens in the hospital when the alarms are pulled:)
 - a. The exact location of the fire is recorded at the hospital switchboard
 - b. The fire department responds with many trucks and firefighters
 - c. The firefighters are directed to the location of the fire
 - d. The men from the housekeeping department are expected to respond according to the hospital's "Gentlemen Respond" policy
 - e. The women from the housekeeping department stay at their work stations and wait for instructions from the nurse in charge of their unit
 - f. If the fire is real and there is danger to the patients, an evacuation of the area will take place and all people present at the site of the fire will receive further instructions.

This is a:

The types of fires these would be used for are:

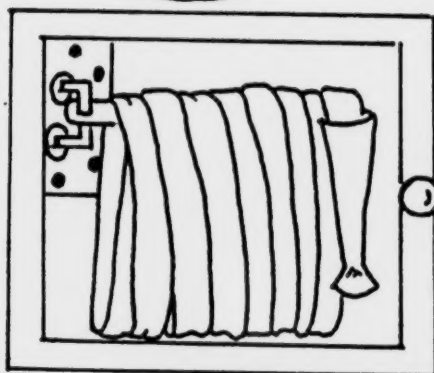


A

B

C

A B C



This is a: _____

it is used for: _____



This is a: _____

it is used for: _____

Exit →

Exit
↓

Exit ↑

Name the Exit Direction.

INTRODUCTION
TO
HEALTH CARE

LESSON PLANS
ACTIVITIES
WORKSHEETS

LESSON PLAN: TOUR OF THE LABORATORY**Objectives:**

To reinforce student's understanding of what was presented in the tour of the hospital laboratory

To have students practice talking about what they saw in the hospital laboratory tour.

To recognize and write important words used in describing the hospital laboratory.

Materials:

Worksheet: Tour of the Laboratory

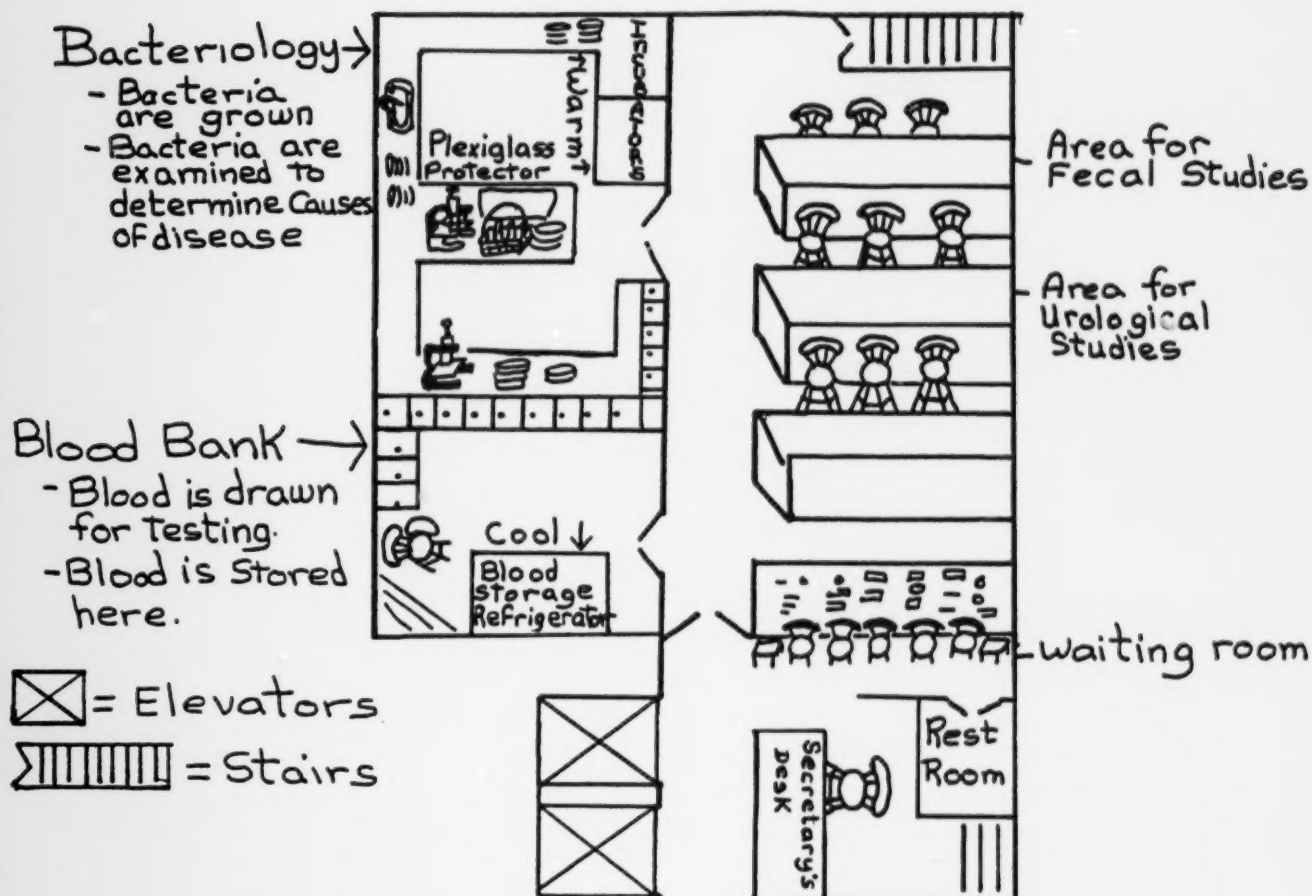
Procedure:

Students will answer simple questions about the picture of the hospital laboratory.

Students will look at the picture and tell what they see in the picture and what they saw on the tour.

Students will read the sentences about the laboratory and fill in the blanks.

WORKSHEET: TOUR OF THE LABORATORY



Instructions: Fill in the blanks with the following words:

cool culture plate gloves food warm
warm microscope incubator masks

1. Blood must be stored at _____ temperature.
2. Bacteria need a _____ temperature to grow rapidly.
3. Another thing that bacteria needs to grow is _____.
4. A _____ is the name of the dish that bacteria are grown in.
5. Blood is stored in a blood _____.
6. In the laboratory employees protect themselves by wearing _____ and _____.

LESSON PLAN: TOUR (LANGUAGE EXPERIENCE)**Objectives:**

To reinforce student's learning experiences from the hospital tours

To give students a visual memory of their experiences at the hospital

To have students write about their experiences at the hospital

To improve communication and storytelling skills about their experiences at the hospital

Procedure:

Students will draw pictures of what they saw on a tour of the hospital.

Students will write about their pictures.

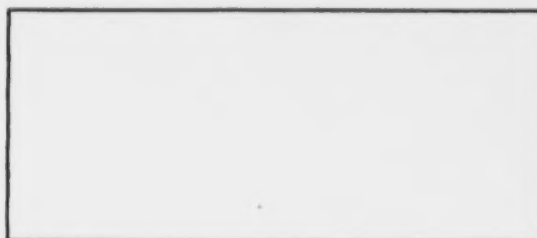
Students will share their pictures with other students and talk about what they have drawn and written.

These worksheets can be used to write stories, for reading lessons, and grammar lessons can be developed pertaining to student's own needs.

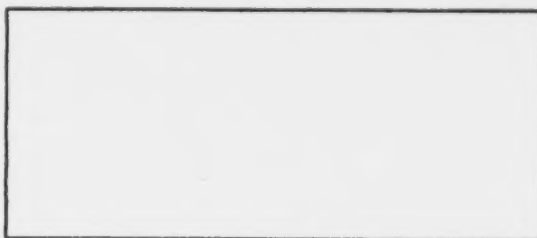
WORKSHEET: TOUR (LANGUAGE EXPERIENCE)**TOUR OF ST JOSEPH'S HOSPITAL**

-
1. On the blank line above write a title for your picture story.
 2. In the boxes draw pictures of your last tour of the hospital.
 3. Write descriptions about each picture.

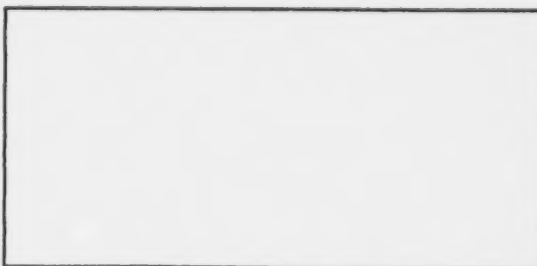
1. _____



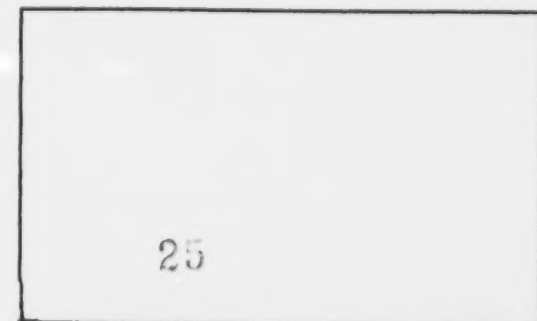
2. _____



3. _____



4. _____



Name Sareun

Date 9:22, 91

TOUR OF ST JOSEPH'S HOSPITAL

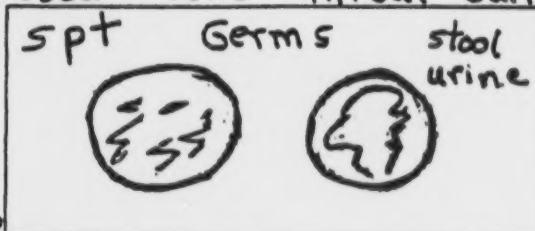
Laboratory

1. On the blank line above write a title for your picture story.
2. Draw pictures in the boxes of your last tour of the hospital.
3. Write sentences describing each picture.

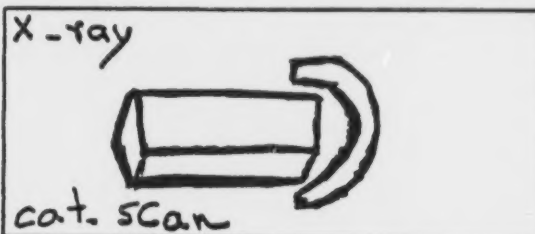
1. get the germs
from a person
put the germs

on the slide
spread the germ on the slide
look at the germ with a

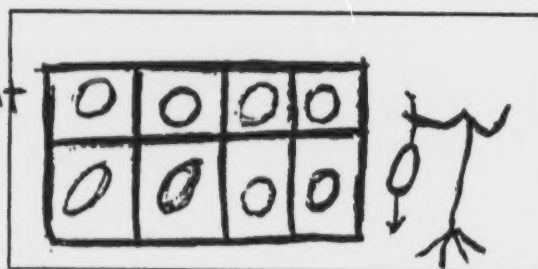
blood cells throat culture



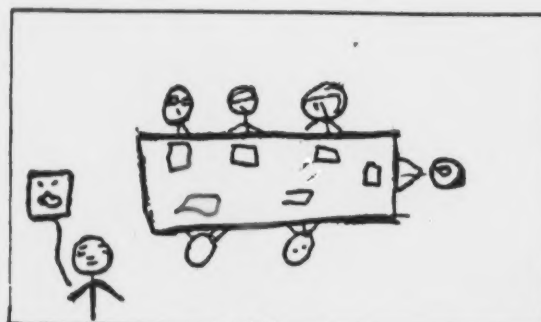
2. x-ray
cat scan



3. blood plasma
platelets
I.V giving blood to a patient



4. nurse showing a
movie about germ



LESSON PLAN: INTERVIEW GRID - FIRE SAFETY TOUR**Objectives:**

- To tell about what was learned on the fire safety tour
- To practice interviewing skills
- To write about what was learned on the fire safety tour
- To work together with other students

Procedure:

Students will write the name of each student in the top left hand corner of different boxes in the interview grid.

Students will then ask each student in the class one by one to tell them one thing he/she learned on the fire safety tour.

Students will write down the answers they get from their interview question.

Students can write one word answers or full sentences depending on their levels.

Students are encouraged to help each other.

Students will read their answers to the class.

INTERVIEW GRID: FIRE SAFETY TOUR

Write students names in the boxes and write their answers to the question: *What did you learn on the fire safety tour?*

	28

LESSON PLAN: TRANSMISSION OF DISEASES**Objectives:**

To reinforce learning about germs and how diseases are transmitted

To be able to answer questions about how diseases are transmitted

To be able to write about how to prevent the transmission of diseases.

Procedure:

Students will look at the pictures and choose answers to use for filling in the blanks on the worksheet - Transmission of Diseases.

Students will also think of their own ideas for answers to other methods of transmission (both direct and indirect)

Students will discuss other methods of prevention of diseases - both:

- a. in the home.
- b. in the work environment.

WORKSHEET: TRANSMISSION OF DISEASEDIRECT TRANSMISSION

(from one person to another)

1. _____

2. _____

3. _____

4. _____

5. _____

other _____

INDIRECT TRANSMISSION
(through a carrier)

1. _____

2. _____

3. _____

4. _____

other _____

METHODS TO PREVENTTRANSMISSION

1. _____

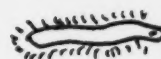
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3. _____

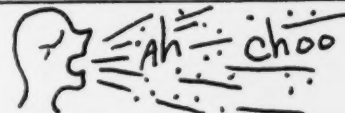
4. _____

other _____

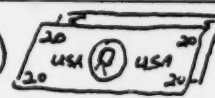
insects



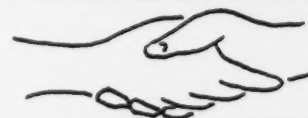
droplet

cough
or
sneezeWastebasket
and
KleenexObjects we
use dailyObjects we
use or touch

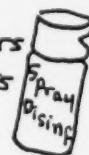
Dish detergent

Objects we
touch daily

handshake



Animals

Household Cleaners
and disinfectantsOpen or
Infected
woundsContaminated
Soil or
Water

INTRODUCTION
TO
HEALTH CARE
TESTING

MATCHING TEST: HOSPITAL LABORATORY

Match Column A items with Column B items by drawing lines:

A

1. Another name for a bacterial germ is _____.

2. The people most vulnerable or likely to get a disease are _____.

3. Medical asepsis is _____.

4. Sterilization is _____.

5. One good reason for using Medical Asepsis is _____.

6. Anything that is used by a patient is considered _____.

7. A disinfectant is _____.

8. You are responsible to _____ and _____ from organisms/or bacteria.

9. The single most effective way to prevent the spread of disease is by proper _____.

10. Blood is drawn and stored in a _____.

11. Computers for data _____ are used in the laboratory.

12. Machines in the laboratory may suggest an effective _____ for the treatment of the disease.

B

A. contaminated

B. killing of all organisms including spores

C. to prevent the spread of disease

D. a chemical that slows down the growth of germs

E. an organism

F. the old, the very young, and those people already ill

G. to prevent the growth of disease causing germs.

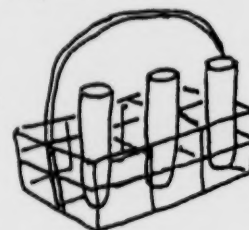
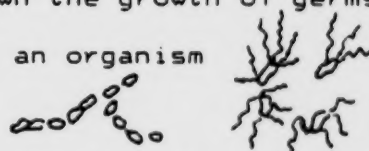
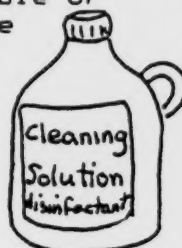
H. patient and yourself

I. Blood Bank

J. antibiotic

K. handwashing

L. entry



UNIT II

FOOD SERVICE

Food service is a work area in which students have a high level of interest. Students have the ability to be easily trained to perform the job duties of an entry-level food service worker. Yet it is difficult for students to secure food service jobs because of English being their second language. English literacy and communication skills are very important for learning about and performing food service work. Food service workers need to be able to read menus, instructions, recipes, and fill out forms. It is also very important that they can talk with and understand fellow workers, supervisors, and patients. The lessons in this unit are developed around the tours of the hospital kitchen and cafeteria, videos about food service, shadowing different food service workers, and on the job training. By introducing students to what happens in hospital food service and then developing their language and literacy skills around food service topics, the students should then be able to do well in an interview with personnel and the concerned supervisor, secure a food service job, and perform well on the job.

CONTENT: Students are introduced to the following content areas in a hospital/health care setting:

- Overview of the kitchen service department
- Rules and regulations for kitchen service employees
- Job duties for kitchen service entry-level jobs
- Sanitation and safety
- Waste control in the kitchen and cafeteria
- Equipment in the cafeteria and kitchen
- Menus, recipes, and types of diets

LANGUAGE OBJECTIVES:

- To develop oral skills needed for simple conversations with patients, visitors, and employees
- To be able to follow oral and written instructions on the job
- To be able to describe the work of kitchen service workers
- To be able to follow written and oral instructions for tray assembly.
- To be able to name and tell the use of equipment and utensils in the kitchen and the cafeteria
- To be able to read a simple instruction manual for a piece of equipment and follow the instructions
- To read about food service work and workers and to answer questions about the stories.
- To be able to talk about and to discuss what happens in a hospital kitchen and cafeteria.
- To be familiar with food service vocabulary

To be able to use the new words learned in the class
 To be able to give directions for finding places in the hospital so that meal trays can be delivered
 To be able to instruct another class member on how to set up a meal tray
 To write about experiences from the tours and shadowing in the cafeteria and kitchen
 To tell and write about what is seen in the food service videos

LEARNING OBJECTIVES:

To demonstrate an understanding of the importance of sanitation and personal hygiene in kitchen service work
 To demonstrate an understanding of the importance of waste control
 To demonstrate an understanding of correct dress for kitchen service workers
 To demonstrate an understanding of the importance of temperature control
 To demonstrate an understanding of the rules concerning refrigeration
 To be familiar with tray set up and tray delivery
 To be familiar with cleaning procedures in the kitchen
 To demonstrate an understanding of safety procedures for kitchen service workers
 To be able to ask questions about food service work
 To be familiar with preparation of cold foods
 To demonstrate an understanding about portion control
 To be familiar with the job duties of different food service workers like salad maker, cooks helper, dietary aide, tray assembler, tray deliverer, and dishwasher
 To be able to follow directions to find patients rooms
 To be familiar with how to clean up work areas
 To be able to solve problems concerning issues which arise in the classroom and at work

CLASSROOM MANAGEMENT AND METHODOLOGY:

Before visiting the kitchen and cafeteria of the hospital students see training videos about tray service and sanitation in the kitchen. These videos are shown in the hospital classroom and are part of the hospital employee training programs. Stories are read in the classroom about food service workers, sanitation, waste control, and safety. It helps to use illustrated reading material and to use an overhead projector for reading lessons.

After the introduction to food service, then students are given a tour of the hospital cafeteria and kitchen. Descriptions of the tours are included in the TOURS section of this chapter to give teachers information which may be useful with lesson preparation. After the tours students read about, write about, and discuss what they have seen and observed on the tours. Some of these lesson have been included in LESSON PLANS/ACTIVITIES/

WORKSHEETS of this chapter. Diagrams of the kitchen, cafeteria, and dish washing areas are used to stimulate conversation about the tours and lessons are built around the diagrams to improve English communication skills. Students are now ready for doing shadowing at the hospital. Shadowing takes place in the kitchen and students shadow entry-level food service workers under the careful supervision of hospital employees. In the classes after the shadowing there are more lessons on the communication skills needed for different jobs and on the students' reflections about the shadowing activities in the food service department. At the end of the food service unit students are given multiple choice tests to test their understanding of the unit. These tests are included in the TESTING section of this chapter.

DESCRIPTIONS
OF
FOOD SERVICE
TOURS AND DEMONSTRATIONS

INFORMATION FOR THE TEACHER

To help with:

Job specific lessons
Food service vocabulary
Background material
Ideas for the unit

Tour of the Lower Kitchen (St. Joseph's)

Paper Hats - Upon entering the kitchen we were asked to don paper hats, which we had to assemble first; hats are mandatory in compliance with sanitary regulations; hair must be kept out of the food.

A health inspector visits the kitchen every 3 months; hence, tip-top conditions are maintained.

Tray Line - There are 5 workers on the tray line conveyor belt. Two workers assemble the trays while two dieticians who stand behind them tell them what to put on the trays.

Dieticians and patients on Special Diets design meals together, selecting the appropriate foods from printed menus. The patients check off on the menu the choices made.

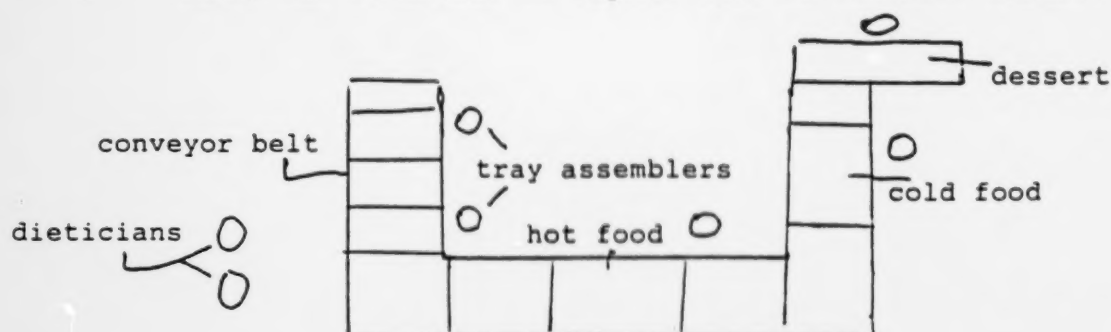
The Conveyor Belt - moves the trays along from the initial assembly to the hot food area where another worker distributes hot food. The tray then moves on to the cold food area, including dessert, where two further workers complete the tray assembly.

Two truck girls deliver the trays to the patients according to the Room Numbers which are at the bottom of the menu sticking out of the closed tray. The trays are insulated to keep the food warm with closing lids. Although 36 trays fit on a double cart, there are usually not that many to deliver.

Salad / Cold plate assembly area - All of the vegetables are cut up in this area, also fruits

Freezers / Produce Coolers - Freezers and walk-in produce coolers keep the food fresh and well preserved.

Gas Stoves - Gas stoves are used for cooking; gas has a much more even heat, and is easier to adjust than an electric cooker.



Food Tray Line

Trays - for self-service are stacked to the left upon entering the cafeteria; they are color-coded for cafeteria use and patient room service.

Menu - the menu changes from day to day; it's posted outside and inside the cafeteria; there are warm meals and cold plates (salad bar) The food is fresh, attractive, and tasty; quite nutritious too

Hot Meal Counter - Steam tables with hot boxes keep the food hot; there are 2-3 choices of warm meals. The actual preparation of food takes place in the kitchen on the first floor. It is delivered to the cafeteria and displayed in the open, heated bins.

Plates - Plates are stored in a stack inside the counter space which is spring operated; hence, plates are easily retrieved and easily stored; this device for storing plates is called a plate lowerer.

Cooler / Storage Space - Behind the hot meal counter there is a cooler for cold food, and below it, storage space for paper goods.

Electric Soup Pot - A delicious home-made soup which is different every day, is kept warm in a pot within a pot which acts as a steamer.

Coffee Machines - There are two coffee makers, both are filter types; one is small and makes decaffeinated coffee; the other one is larger and makes regular coffee.

Wicker Baskets - These baskets are decorative, as well as useful; they contain coffee filters with coffee, ready for use. They also serve well for holding fruit, condiments, and utensils.

Milk Dispenser - Also referred to as the COW, dispenses skim and regular milk; plastic bags containing the milk are replenished when the 'cow is dry'.

Soda Machines - The soda concentrate is stored in boxes in the storage room; It is mixed with a gas to fizz it, and distributed to the soda dispenser by tubes which are concealed in the walls and ceiling.

Juice Dispensers - Frozen concentrate juices are mixed with water in the machines, and are ready for use.

Ice Maker - located in the back room; water is poured in, and the machine makes ice cubes over night; the ice cubes drop from above, and are collected in a bucket for use.

Cooling Shelves - with transparent enclosures are used for bottled juices, sodas, and desserts that need cooling (cream pies)

Bread Box - with a variety of breads is ready for self-service.

Toaster - This conveyor styled toaster moves the bread along the top and drops it to the bottom when it is ready; the rate of speed with which the bread moves, and the intensity of heat can be regulated.

Grill - The grill is used for preparing fast food, such as hamburgers, hot dogs, and grilled cheese sandwiches.

Fry-a-later - for frozen French fries; it has a 5 min. automatic timer; the basket of fries lowers itself into the oil and returns automatically.

Hot Lamp - keeps the fries warm once they are fried

Frozen Yogurt Machine - Liquid yogurt is poured into the machine from above, and is turned into frozen yogurt in the machine; every day a different flavor is offered.

Bun Warmer - A bun warmer drawer under the grill keeps buns warm and ready for hamburgers.

Salad Bar - In the center of the cafeteria service area is a large and varied fresh vegetable and fruit salad bar with salad dressings, condiments in portion controlled packets, and prepared salads; plastic bags line the inside of the salad bar for sanitation. Salads are priced according to weight at the cash register check-out.

Cafeteria kitchen - A tray conveyor belt in the dining area moves the trays with soiled dishes and utensils into the kitchen area; the conveyor belt speed is adjustable.

washer & dryer - dishes are stacked onto special trays which move through the washer and dryer, similar to a car wash situation; the temperature is kept constantly high for sterilization, and is recorded on a daily basis.

Dining Area - There are a number of attractive square tables with vases of flowers; deep red chairs are contrasted against a smoky blue carpet.

Tray Conveyor Belt - Trays are left on the conveyor belt with dirty dishes to be conveyed into the kitchen.

Most of the machines are taken apart every night and thoroughly cleaned, and are then reassembled.

FOOD SERVICE

LESSON PLANS

ACTIVITIES

WORKSHEETS

LESSON PLAN: MENU**MENU/SERVING FOOD****Objectives:**

- To be able to name various foods and beverages
- To be able to identify food and beverages served to patients
- To be able to read a menu and answer questions about the menu
- To be able to ask patients about their options on a menu
- To be able to ask patients if they want more or have finished

Work Specific Vocabulary:

- Names of food
- Names of beverages
- Breakfast, lunch, dinner, supper
- Main course, dessert, side dish, beverage
- Types of food preparations- scrambled, fried, boiled, baked, toasted, warmed, whipped, cutlet, casserole, stir-fry

Useful Conversation:

- Do you want coffee, tea, or milk?
- How do you want your eggs?
- Would you like your bread toasted?
- Do you want more coffee?
- Are you finished?
- Can I take your tray?

Materials:

- Real food and beverages and pictures
- Pictures of food and beverages
- Menu

Method:

- Show and identify food and beverage items
- Read menus
- Teacher and students will touch and hold the food and beverages as the names are read
- Answer questions about the menus
- Role play a dietary aide serving food to a patient
- Play an ESL game with the food and beverages

WORKSHEET: MENU**MENU FROM ST. JOSEPH'S HOSPITAL**

SATURDAY

Lunch

REG

Please **CIRCLE** selections**Appetizers**

CHEDDAR CHEESE SOUP GRAPE JUICE
 FRUITED GELATIN SALAD
 TOSSED SALAD with French dressing

Main FarePlease check ✓ for: ☐ small serving

BEEF AND MUSHROOMS
 tender chunks of beef with mushrooms in a hearty
 brown sauce served over fluffy rice
 CHICKEN FILET SANDWICH
 marinated chicken filet delicately browned to perfection,
 served on a soft roll with lettuce and tomato

TUNA PASTA SALAD (1)
 flaky tuna and pasta shells tossed together
 with a tangy dressing, served with melba toast

Accompaniments

SLICED CARROTS FLUFFY RICE
 BEETS

Desserts

FRESH FRUIT in season DOUBLE CHOCOLATE CAKE
 TAPIOCA PUDDING GELATIN

SHERBET
 ICE CREAM
 vanilla chocolate strawberry

☐

Wheat Bread
 Rye Bread
 White Bread
 Dinner Roll
 Crackers
 Margarine
 Butter
 Honey
 Jelly

Skim Milk
 Low Fat Milk
 Milk
 Buttermilk
 Chocolate Milk
 Extra Sugar
 Sugar Substitute
 Herb Seasoning
 (salt free)

Coffee
 Decaf. Coffee
 Hot Tea
 Decaf. Tea
 Iced Tea
 Non-Dairy Creamer
 Half & Half
 Lemon Wedge

REGULAR

Name _____ Room _____

WORKSHEET: MENU**MENU****BREAKFAST**

Juice
Cereal
Scrambled eggs
Toast
Coffee

LUNCH/DINNER

Vegetable soup
American chop suey
Green beans
Salad
Bread and butter
Milk or tea or juice
Fruit

SUPPER

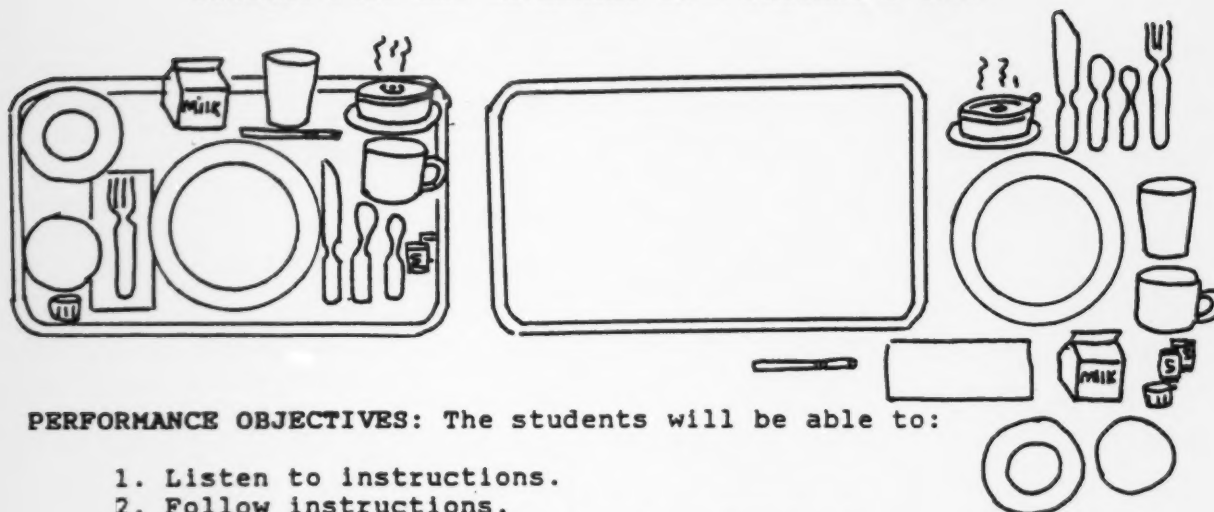
Tomato soup
Chicken cutlets
Whipped potatoes
Beets
Bread and Butter
Ice Cream
Milk or tea or juice

Write the answers to the following questions:

1. What food is on the menu for breakfast?
2. What are the beverages for breakfast?
3. What vegetable is being served for lunch/dinner?
4. What is the dessert for supper?
5. What foods are served hot for supper?
6. How many meals are on the menu?
7. How many times is soup served in one day?
8. What color are the beans on the menu?
9. What kind of eggs are on the menu?
10. Would you like to eat the food on the menu?

LESSON PLAN: ESL/TRAY ASSEMBLY GAME

FOLLOWING INSTRUCTIONS AND ASKING QUESTIONS
FOR
PUTTING FOOD AND BEVERAGES ON A PATIENT'S TRAY



PERFORMANCE OBJECTIVES: The students will be able to:

1. Listen to instructions.
2. Follow instructions.
3. Ask questions when they don't understand.
4. Set up a patients tray.
5. Use language for food, beverages, table ware, dinnerware, silverware, commands, prepositions.
6. Give instructions for setting up a patient's tray.

PROCEDURE:

1. Students sit in a semi-circle.
2. Ask for two volunteers.
3. Give each of the two volunteers a tray with dishes, silverware, dinnerware, and a napkin. Each volunteer has exactly the same items.
4. Have students sit back to back so that they cannot see what each other is doing but the rest of the class can see what they are doing.
5. Explain how to play the game. Student No 1. is to set up the tray with the patients food in any way he wants to do it. Then he asks Student No. 2 to set up his tray the same way but without looking at the tray Student No. 1 has set up. Student No. 2 has to follow the oral instructions of Student No. 1. If he doesn't understand the instructions he can ask questions but cannot look.
6. When Student No 2. thinks he has set up his tray correctly Student No 1 checks the tray. If the two trays are not the same then Student No. 1 repeats the instructions.
7. After the game is played the instructions are repeated and written on the blackboard.
8. Students are asked to draw a picture of a patients tray with food and to write the instructions for setting up the tray.

ACTIVITY: ESL TRAY ASSEMBLY GAME:**PUTTING FOOD AND BEVERAGES ON A PATIENT'S TRAY****MATERIALS:**

Two trays with identical food, beverages, silverware, dinnerware and tableware

TARGET VOCABULARY:

Place		set up		
put		move	repeat	
silverware		dinnerware	tableware	
knife	fork	teaspoon	tablespoon	
dinner plate	butter plate	salad plate	soup plate	
cup and saucer	glass	juice glass		
small	large	medium		
names of food and beverages to be put on the tray				
right	left	top	bottom	middle side
on top of	next to	by	besides	beneath in at

COMMAND FORMS:

Sit back to back
 Set up the tray
 Put the dishes and silverware on the tray
 Put the food in the dishes.
 Pour the beverages in the glasses or cups
 Tell the other student
 Give instructions
 Follow instructions
 Listen to ask questions repeat say that again
 Look at the tray
 Is it correct?
 Do it again rearrange

SKILLS:

Listening, speaking, comprehension
 Setting up a patients tray
 Identifying and naming the items on a patients tray
 Giving instructions, asking questions, and following instructions

LESSON PLAN:Job Descriptions (Stories)Objectives -

- Students will understand job duties/ descriptions.
- Students learn new job related vocabulary.
- Students will be able to ask and answer questions about job duties.
- Students will be able to formulate simple present tense sentences.

Procedures-

Teacher writes a story using a student's name, and incorporating the job duties.

Teacher reads the story before distributing it, and asks comprehension questions which the students respond to.

Teacher distributes the story- A silent reading precedes reading out loud by the students.

Students are coached into asking directed questions about the story.

Students answer questions in written form.

As a follow-up, teacher can make a cloze exercise out of the story by leaving out selected vocabulary (all nouns or verbs or every fifth word..) which the students fill in

Students may make up dialogues to go along with the story, dialogues which develop from the stories, which are often quite funny. This may be a conversation with a co-worker, a patient, or a supervisor.

WORKSHEET: JOB DESCRIPTION (STORY)

Date _____

Sin Lek's Job

Sin Lek is a food service worker. He works at St. Joseph's Hospital in the dietetic food services department. He enjoys his work because people are friendly, and he earns a good salary including excellent benefits. His job is never boring, because he has various duties. He assembles prepared foods for diet trays. He delivers the

1. trays to the patients' rooms, and he returns the trays to the clean up
2. area. He prepares and serves snacks. Sometimes he works alone or as a part of a team on a moving assembly line. He tends and loads machines or handwashes items that are not machine washable. He puts away clean dishes and utensils. He also keeps the work areas clean. He sweeps and
3. washes all of the floors. He handles equipment carefully to prevent damage. He maintains sanitary conditions and serves all meals on schedule.

1. What does Sin Lek do ? _____
2. Where does he work ? _____
3. Why does he enjoy his work ? _____

4. What are his duties ? _____

5. Does he work alone ? _____

Now you make questions about the underlined answers.

1. _____
2. _____
3. _____

**LESSON PLANS: DISHWASHING AREA, CAFETERIA, AND LOWER KITCHEN
DIAGRAMS**

Objectives:

Students will be able to locate, identify, and describe what they saw during the tours of the food service department

With the visuals students will be able to discuss what happened during the tours of the food service department

Materials:

Diagrams of the dishwashing area, cafeteria, and lower kitchen

Procedure:

Students will be asked to name things they see in the diagrams

Students will be asked to locate different things on the diagrams

Students will be asked to tell the location of things on the diagrams

Students will be asked to answer questions about the different things in the diagrams

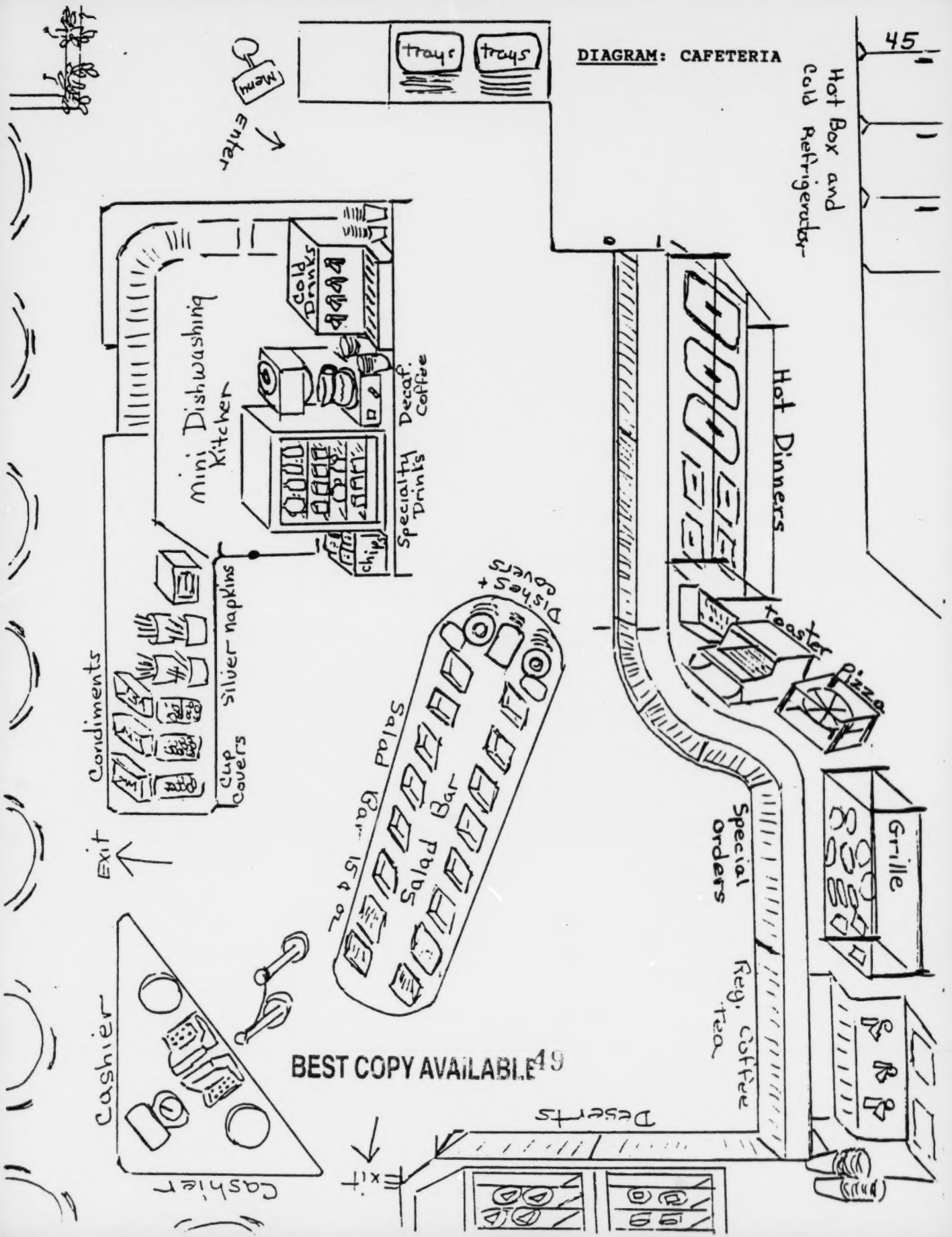
Students will be asked to describe something in the diagram and the other students will be asked to find the item.

Students will be asked to look at the diagram and talk about what happened on the tour of that particular area

Students will be asked to turn the diagram over and name as many things as they can remember

In the same way they will write as many things as they can remember.

DIAGRAM: CAFETERIA



Clean Dishes
← Out

Dirty Dishes
← In

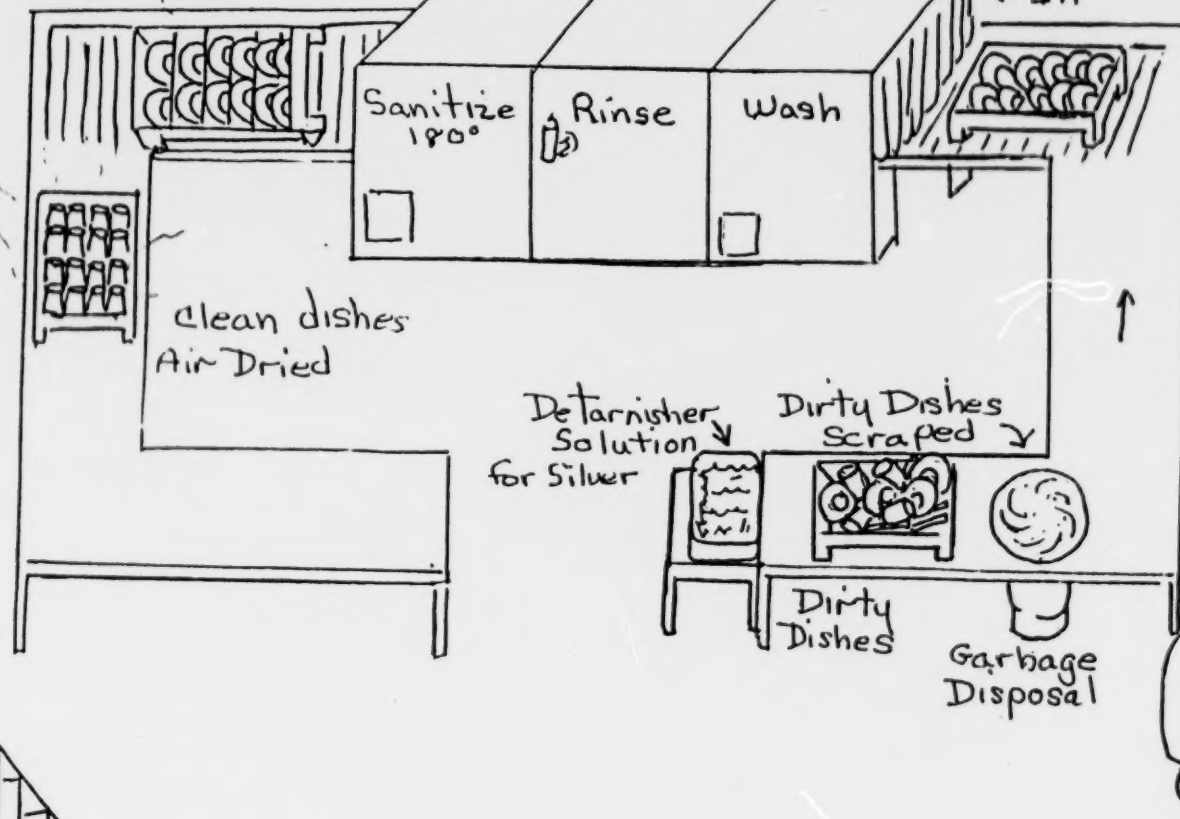
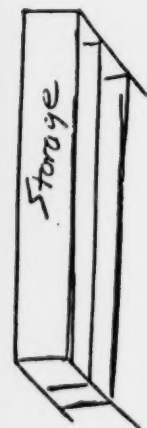
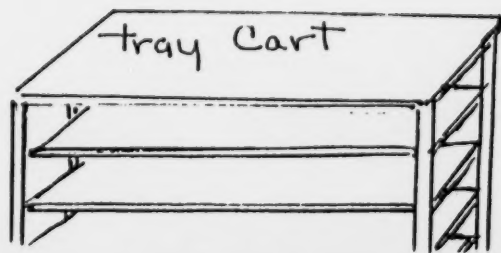


DIAGRAM: DISHWASHING AREA



50



Dishwashing
Area

51

46

ACTIVITY WORKSHEET: LOWER KITCHEN DIAGRAM

Ask students to find the walk-in refrigerators in the diagram. Ask one student to tell where the refrigerators are in the diagram. Make sure all students have found the location. Then ask the following questions and elicit oral answers:

1. What are the temperatures of the three refrigerators?
2. What is kept in the refrigerator which is 30 degrees F.?
3. What might be kept in the other two refrigerators?
4. What is done to the food before it is put in the refrigerator?
5. Where is food placed in the refrigerator?
6. What is the rule for taking out food from the refrigerator?
7. How long is food kept in the refrigerator?

Ask students to find the ovens.
Ask one student to tell where the ovens are.
Then ask the following questions:

1. What are the names of the different kinds of ovens?
2. What is cooked in each oven?
3. What is special about each oven?
4. Which oven is like the oven in your home?
5. What do the food service workers have to be careful about when they use the ovens?

Ask students to choose one area of the kitchen and then ask each other the following questions:

What is the name of area you have chosen?

Describe the area.

What happens in the area?

Who works in that area?

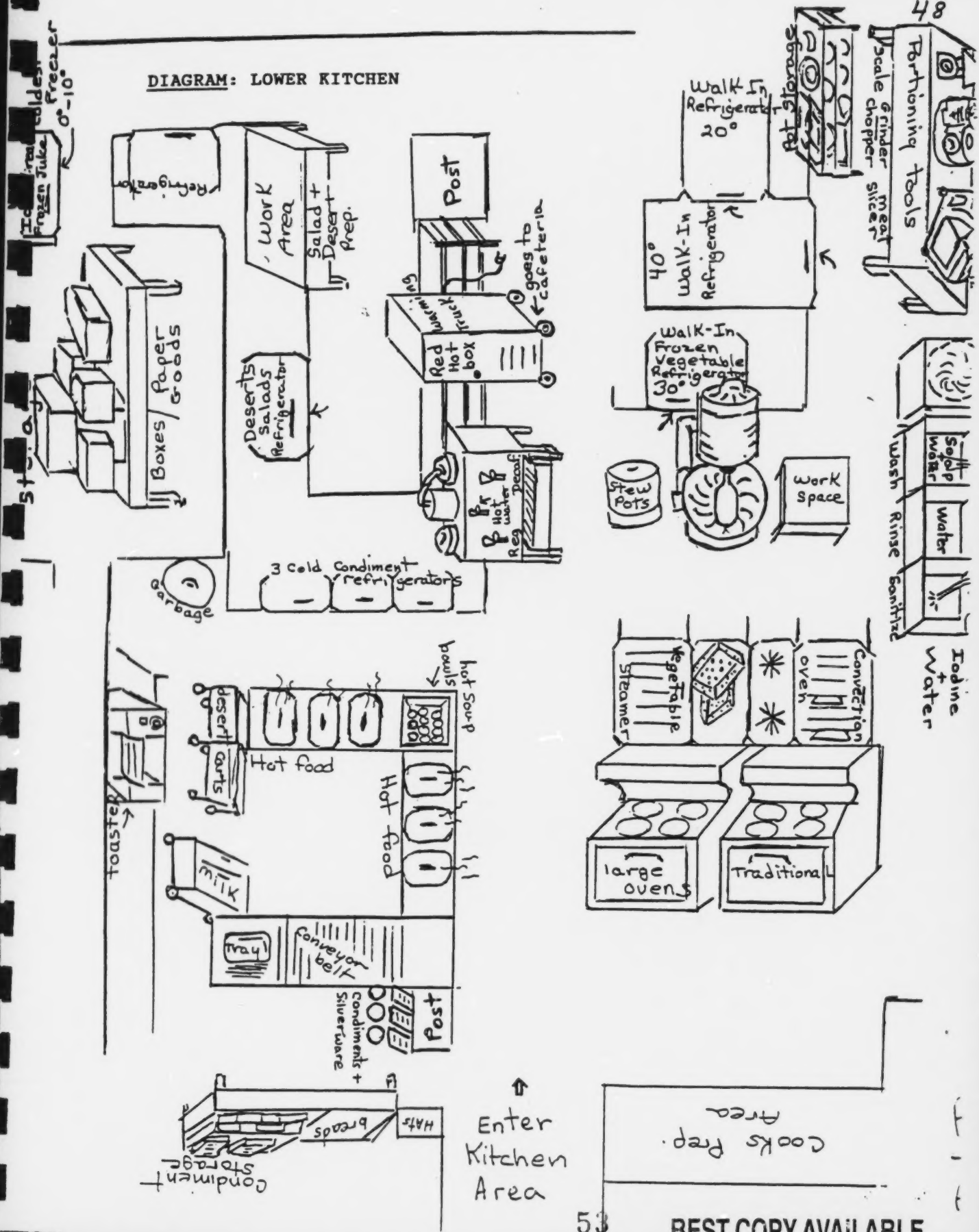
What does he or she do in the area?

What equipment is found in the area?

What food is found in the area?

What safety rules are important in the area?

DIAGRAM: LOWER KITCHEN



LESSON PLANS: LOWER KITCHEN TOUR

These lessons are to be done after a tour of the lower kitchen of the hospital.

Objectives:

- To be able to draw pictures of the tour of the lower kitchen in the hospital and write about the pictures (Pre-writing)
- To be able to talk about and discuss the tour (Pre-writing)
- To be able to write a language experience story about the tour
- To be able to read about the tour and answer questions
- To be able to do cloze and dictation exercises about the tour

Materials:

- Newsprint for group language experience story
- Worksheet: Hospital Tour (Language Experience)
- Worksheets on Tour of the Lower Kitchen

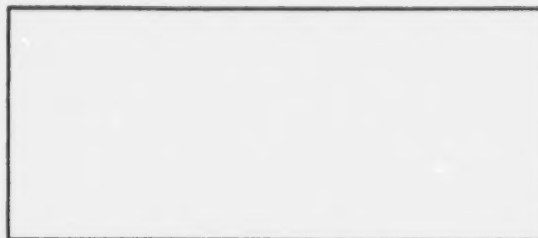
Procedure:

- Using Worksheet: Hospital Tour students will draw pictures of the tour of the lower kitchen and write about the pictures.
- Students will discuss their pictures in pairs.
- The class will write a language experience story on newsprint about the lower kitchen tour.
- Students will clarify the story and make corrections.
- An adapted version of the story will be used as a reading comprehension story.
- Students will do a cloze dictation (Worksheet - A) and a cloze exercise from Worksheet - B).
- Students will do a paragraph dictation from the story "Tour of the Lower Kitchen."

WORKSHEET: TOUR (LANGUAGE EXPERIENCE)**TOUR OF ST JOSEPH'S HOSPITAL**

-
1. On the blank line above write a title for your picture story.
 2. In the boxes draw pictures of your last tour of the hospital.
 3. Write descriptions about each picture.

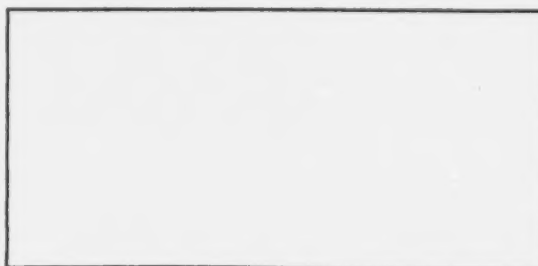
1. _____



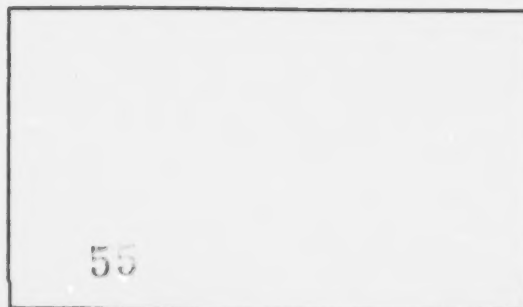
2. _____



3. _____



4. _____



WORKSHEET: LOWER KITCHEN TOUR**TOUR OF THE LOWER KITCHEN**

The health care training class had a tour of the lower kitchen at St. Joseph's hospital. We were given the tour by Jane, the head chef. Before we entered the kitchen Jane asked us to wear white hats or hair nets. She was wearing a large white chef's hat and a clean white uniform with a white apron. Sanitation is very important in kitchen service.

First Jane showed us the walk-in refrigerators. They looked like a room with a lot of shelves. One refrigerator was filled completely with vegetables, another with meat, and one with dairy products. When food supplies are refrigerated they are dated and labelled. New supplies are put in the back of the refrigerator. The rule for taking out supplies is first in - last out.

Jane had a thermometer in her apron pocket. She showed us how she checks the

refrigerator temperature and writes the time, date, and temperature on a form on the refrigerator. Temperature control is an important part of Jane's job. She sees that the refrigerator temperature is at or below 45 degrees Fahrenheit for vegetables and is at or below 40 degrees Fahrenheit for dairy products and meat. All food in the refrigerators is labelled and covered.

Jane asked us if we had any questions. Heng asked Jane what she did if the food in the refrigerator was unlabelled and undated. Jane said she would not use the food because it could make a somebody sick. Other students asked questions and Jane was pleased that the students were so observant and that they had understood her explanations.

Answer the following questions:

1. Who visited the lower kitchen of St. Joseph's Hospital.

2. What was Jane's job at the hospital?

3. What did everybody have to wear in the hospital kitchen.

4. What is a walk-in refrigerator?

5. How are new food supplies placed in the refrigerators.

6. What is a good rule to remember when taking food out of the refrigerator?

7. What did Jane have in her pocket?

8. Why does Jane check the temperature of the refrigerator?

9. What question did Heng ask Jane?

10. Why was Jane pleased that the students asked questions?

WORKSHEET - A: LOWER KITCHEN TOUR

TOUR OF THE LOWER KITCHEN

The health care training _____
 had a _____ of the lower _____
 at St. Joseph's hospital. We _____
 given the _____ by Jane, the head
 chef. Before _____ entered the
 _____ Jane asked us _____ wear
 white hats or hair _____. She was
 _____ a large _____ chef's _____
 and a clean white uniform _____ a
 _____ apron. Sanitation is very
 _____ in kitchen service.

First _____ showed _____ the walk-
 in refrigerators. They looked
 _____ a room with _____ lot of
 shelves. One _____ was
 filled _____ with
 vegetables, another with _____,
 and _____ with dairy products.
 When _____ supplies are
 refrigerated they _____ dated and
 labelled. New _____ are put in
 the _____ of the refrigerator. The
 _____ for taking _____ supplies is
 _____ in - last out.

Jane ____ a thermometer ____ her apron pocket. She ____ us how ____ checks the ____ temperature and writes the time, date, and ____ on a form ____ refrigerator. Temperature control is an ____ part of Jane's _____. She ____ that the refrigerator ____ is ____ or below 45 degrees Fahrenheit for ____ and ____ at or ____ 40 ____ Fahrenheit for dairy products and meat. ____ food in the refrigerators is ____, ____, and covered.

Jane asked us if ____ had ____ questions. Heng ____ Jane what ____ did if the ____ in the refrigerator ____ unlabelled and _____. Jane said she would ____ use ____ food because it could ____ somebody sick. Other ____ asked ____ and Jane was pleased ____ the students ____ so observant and ____ they had ____ her explanations.

WORKSHEET - B: LOWER KITCHEN TOUR

TOUR OF THE LOWER KITCHEN

The health care training class had a tour of the lower kitchen at St. Joseph's hospital. We were given the t_____ by Jane, the head chef. Before we entered the k_____ Jane asked us to wear white hats or hair n____. She was wearing a large white chef's h____ and a clean white uniform with a w_____ apron. Sanitation is very im_____ in kitchen service.

First Jane showed u_ the walk-in refrigerators. They looked l_____ a room with a lot of shelves. One re_____ was filled completely with vegetables, another with meat, and o_ with dairy products. When food supplies are refrigerated they a__ dated and labelled. New su_____ are put in the back of the refrigerator. The rule for taking out supplies is f_____ in - last out.

Jane had a thermometer i_ her apron pocket. She showed us how s___ checks the refrigerator temperature and writes the time, date, and tem_____ on a form on the refrigerator. Temperature control is an important part of Jane's j___. She sees that the refrigerator temperature is at or below 45 degrees Fahrenheit for vegetables and i_ at or be___ 40 de_____ Fahrenheit for dairy products and meat. All food in the refrigerators is la_____ and covered.

Jane asked us if w_ had any questions. Heng asked Jane what s___ did if the food in the refrigerator w___ unlabelled and undated. Jane said she would not use t___ food because it could m_____ somebody sick. Other students asked qu_____ and Jane was pleased that the students w___ so observant and that they had und_____ her explanations.

LESSON PLANS: FOOD SERVICE SHADOWING

These lessons are to be done after shadowing in the food service department.

Objectives:

To be able to do a picture story on shadowing in the food service department

To be able to interview other students and write about what they did while shadowing in the food service department

To be able to write about things seen, liked, and disliked while shadowing in the food service department

To be able to write a language experience story about shadowing in the food service department

To be able to read and answer questions about a story on shadowing

Materials:

Handouts on Shadowing

Newsprint

Procedure:

Using the worksheet "Shadowing at St. Joseph's Hospital" students will draw pictures of their shadowing experiences in the kitchen service department and write about the experiences.

Students will show their pictures to the class and talk about the picture story.

Using the worksheet "Shadowing at the Hospital" students will write about the things they saw, liked, and disliked during shadowing.

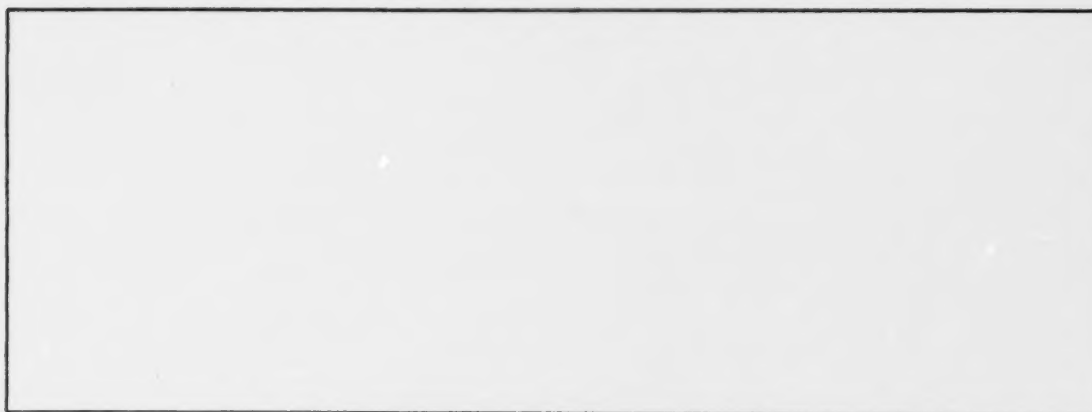
In small groups students will write a story on newsprint about their shadowing at the hospital.

From these stories and discussions the teacher writes a story "Shadowing at the Hospital" which will be used as a reading comprehension lesson.

After reading the story students will be asked to write down as much as they can remember from the story without looking at it.

WORKSHEET: SHADOWING AT THE HOSPITAL (LANGUAGE EXPERIENCE)**SHADOWING AT ST. JOSEPH'S HOSPITAL**

1. On the blank line above write a title for your picture story.
2. Draw pictures in the boxes of your shadowing day at the hospital.
3. Write about each picture.



1. _____



2. _____

INTERVIEW GRID: TO BE USED AFTER SHADOWING AT THE HOSPITAL

1. Write the name of each student in the class in one of the boxes.
2. Ask each student what they did when they were at the hospital?
3. Write down their answers in the box with the student's name.

WHAT DID YOU DO WHEN YOU WERE SHADOWING AT THE HOSPITAL?

WORKSHEET: SHADOWING**SHADOWING AT THE HOSPITAL**

WRITE AS MUCH AS YOU CAN ABOUT THE FOLLOWING:

THINGS I SAW:

THINGS I LIKED:

THINGS I DIDN'T LIKE:

WORKSHEET: FOOD SERVICE SHADOWING

SHADOWING AT THE HOSPITAL

The health care training students from the Cambodian MAA went to St. Joseph's Hospital for shadowing in the Food Service Department. It was our first time shadowing in the hospital. We all had to have TB tests before we could shadow. We had to have a negative Mantoux test or a negative chest x-ray.

The first day we went to the hospital for shadowing there were four students and our teacher, Dot who is a nurse. We went to the lower kitchen. Bob, the manager of food service, met us and checked to see that we all had been cleared for infection control. He also checked to see that we were dressed properly and had name tags. Then we were given orange jackets to wear.

When we were ready Bob showed us different jobs in the kitchen and explained what the employees were doing. Each of us was assigned an employee and some work to be done. Siyin was in the salad department and watched Mary make salads. Then after break she helped deliver trays to the patients rooms. Vone watched Jack make mashed potatoes and then she helped deliver trays. Roeun helped Ron wash tables and then he helped load the dishwasher. Saroeun watched the tray assembly line and then she delivered desserts to the patients.

During break time we all went to the hospital cafeteria and had a free lunch. At 1:00 P.M. we went home. We learned a lot. Bob, the manager, and the other employees in the hospital were very nice to us. We want to go back and learn more.

WORKSHEET: QUESTIONS ON FOOD
SERVICE SHADOWING

1. Who went to the hospital?
2. Why did the students go to the hospital?
3. What is shadowing?
4. What did Siyin do at St. Joseph's Hospital?
5. What did Vone do at St. Joseph's Hospital?
6. What did Roeun do at St. Joseph's Hospital?
7. What did Saroeun do at St. Joseph's Hospital?
8. What did you do at St. Joseph's Hospital?
9. What work would you like to do in food service?

WORKSHEET: FOOD SERVICE SHADOWING

SHADOWING AT THE HOSPITAL

The health care training students from the Cambodian MAA went to St. Joseph's Hospital for shadowing in the Food Service Department. It _____ our first time shadowing in the _____. We all had to have _____ tests before we could shadow. _____ had to have a negative Mantoux _____ or a negative chest _____.

The first day we _____ to the hospital for _____ there were four students _____ our teacher, Dot who is a _____. We went to the lower _____. Bob, the manager of food _____, met us and checked to _____ that we all had _____ cleared for infection control. _____ also checked to see that we _____ dressed properly and had _____ tags. Then we were given orange _____ to wear. 70

When we were _____ Bob showed us different _____ in the kitchen and _____ what the employees were _____. Each of us was assigned an _____ and some work to be _____. Siyin was in the salad department _____ watched Mary make _____. Then after break _____ helped deliver trays to the _____ rooms. Vone watched Jack make mashed _____ and then she helped deliver _____. Roeun helped Ron _____ tables and then he helped load the _____. Saroeun watched the tray _____ line and then she _____ desserts to the patients.

During break _____ we all went to the hospital cafeteria and _____ a free lunch. At 1:00 P.M. we went _____. We learned a lot. Bob, the _____, and the other employees in the _____ were very nice to _____. We want to go back and learn _____.

LESSON PLAN: JOB DESCRIPTION FOR A FOOD SERVICE WORKER**Objectives:**

To be able to read and understand a job description for a food service worker

To be able to write some of the job duties

To be able to describe some of the job duties

To be able to locate and figure out meanings of unfamiliar words

Materials:

Handout of Job Description

Procedure:

Students will listen to the job description being read aloud.

Each student will tell one duty they remember from the reading.

One student will write the duties on newsprint.

Students will work in small groups doing the following:

Read a small portion of the job description.

Underline words not understood.

Try to figure out the meanings.

Ask teacher or look up the meanings in a dictionary.

Report back to the class about the duties described.

The whole class will read the description aloud together.

The teacher will ask students to write what they remember.

Students will write a short dictation from a small portion of the description and give a written dictation.

Students will correct their own dictations.

WORKSHEET: JOB DESCRIPTION FOR A FOOD SERVICE WORKER**JOB TITLE: FOOD SERVICE WORKER****JOB DUTIES:**

Under supervision of the Dietetic Food Service Supervisor.

Performs a variety of departmental duties as assigned.

May assemble prepared foods for regular or modified diet trays, deliver trays to serving areas or to patients, and return trays to cleanup area.

May prepare and serve between meal nourishment for patients.

May work alone or as part of a team on a moving assembly line.

May tend and load machines that clean food service items or may handwash items that are not machine washable.

Delivers clean dishes and utensils to proper kitchen units.

May clean work areas, tables etc..

Performs related tasks as required.

May service in the employee cafeteria.

May sweep and wash all floors in the department.

May do routine cleaning of service equipment.

May do stock and odd jobs.

The job may be title according to task performed.

Cleanliness of the kitchen, pot area, dishroom, cafeteria, and storeroom.

Must handle equipment carefully to prevent damage.

Must meet sanitation and safety standards of the department.

Must handle food in accordance with sanitary regulations.

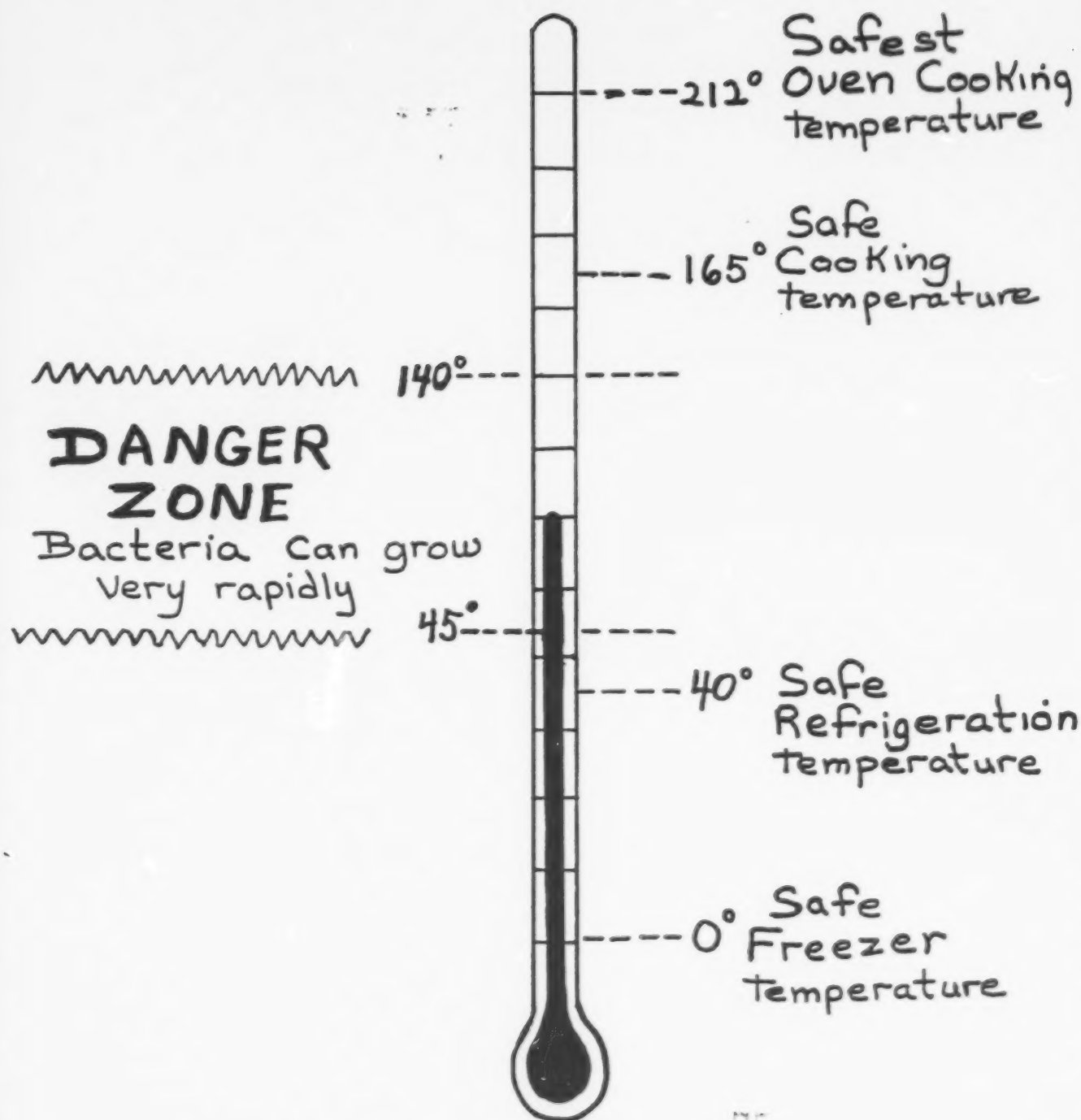
Must wear hair nets or hat while on duty.

Must serve meals on schedule.

EDUCATION AND EXPERIENCE: High school diploma preferred but not necessary.

Adapted from a St. Joseph's Hospital Job Description

FOOD SERVICE
TESTING

KITCHEN SERVICE TEST II: SAFE AND DANGER ZONE

KITCHEN SERVICE TEST II: SAFE AND DANGER ZONE

Circle the correct answers:

1. Between (45° and 140°) is called the danger zone. Why?
(Circle one)

A. Food can catch on fire.

B. Bacteria grow best between these temperatures.

C. Bacteria will die.

2. Cold food should be stored below 45° . (Circle the temperatures that are below 45°).

A. 37°

B. 49°

C. 40°

3. Hot food should be held and served above 140° . (Circle the temperatures above 140°).

A. 150°

B. 135°

C. 125°

4. Meats, poultry, fish, and other foods should be cooked above 165° . (Circle the safe cooking temperature above 165°)

A. 185°

B. 155°

C. 125°

KITCHEN SERVICE TEST III: CAFETERIA

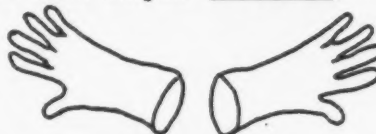
Circle the correct answers:

1. The chef is: (Circle one answer)

- A. the person who cleans the kitchen.
- B. the boss or person who is in charge of the kitchen.
- C. the person who delivers trays.

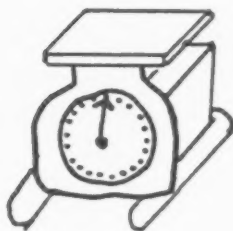
2. Rubber givers are used: (Circle the right answers)

- A. to serve food.
- B. when you deliver trays.
- C. if you are taking hot food from the oven.
- D. when you pick up dirty trays from the patients' rooms.



3. Portion control means: (Circle one)

- A. only giving the patients very small amounts of food.
- B. giving the right amount of food so that it is not wasted.
- C. heating the platters full of food to fatten up the patient.

4. This is a ladle - it is used for measuring liquids...(soups) and filling the bowls with the right amount.

A.



B.

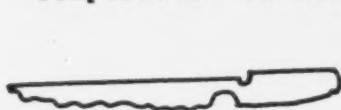


C.



D.

5. This is a chef's thermometer. It is used to check the temperature of meat to make sure it is cooked. (Circle one)



A.



B.



C.



D.

6. This is a scoop. It is used to measure soft or soft solid foods such as potatoes (whipped), ice cream, or deserts.



A.



B.



C.



D.

7. Which one in #5 above is used to whip soft foods:

A. B. C. D. (Circle one)

8. Which one in #6 above is used to cut pizza?
It is called a pizza wheel.

A. B. C. D. (Circle one)

9. Where on the ladle can we find out what size it is (measured in ounces)?



10. Handwashing sinks are for: (Circle one)

- A. cleaning the mops in.
- B. washing off the dirty vegetables.
- C. washing hands only -nothing else.

11. We wash our hands: (circle the correct answers)

- A. before we start work in the kitchen
- B. between delivering each tray to each patient.
- C. after we use the bathroom.
- D. after we blow our noses, cough in our hands. or sneeze in our hands.

UNIT III

HOUSEKEEPING

In the housekeeping unit students do very well with on the job training but they need English language training in order to follow safety regulations, read instructions, understand about chemicals, and identify supplies and equipment. They also need to communicate with hospital employees, patients, and visitors. Students are familiar with some parts of housekeeping skills which relate to their own home experiences but often do not have the language needed to understand their supervisor's instructions and to talk about their work. Beginning with their own home experiences they learn to identify, read about, and write about supplies, equipment, and skills which they are familiar with. Then students look at labels of familiar home cleaners and read instructions and precautions on the labels. This is getting them prepared for understanding the need to follow instructions and precautions on the many chemicals they will be working with in hospital housekeeping. Once at the hospital engaged in touring the housekeeping department, shadowing the employees, and working at specific tasks they are able to understand oral and written instructions concerning specific job duties, supplies, and equipment.

CONTENT: Students are introduced to the following content areas in a hospital/health care setting:

- Overview of the housekeeping department
- Rules and regulations for housekeeping employees
- Job duties for entry-level housekeeping positions
- Safety and infection control
- Chemicals used in housekeeping
- Equipment used in the housekeeping department
- Environmental control center
- Uniforms

LANGUAGE OBJECTIVES:

- To develop oral skills needed for conversations with housekeeping supervisors and other employees
- To be able to ask clarification questions about job duties
- To develop oral skills needed to maintain patient relations
- To be able to talk, read, and write about tours, shadowing, and hands-on training at the hospital.
- To be able to describe housekeeping job duties
- To be able to identify and locate cleaning supplies and equipment on a housekeeping cart
- To identify things found in the environmental control center
- To list and describe the steps for cleaning a patient's room
- To identify equipment and its use

- To read names of chemicals, instructions, and precautions.
- To demonstrate an understanding of safety rules concerning the use of chemicals
- To read work schedules
- To read instructions for machinery and equipment

LEARNING OBJECTIVES:

- To demonstrate an understanding of the required dress code for housekeeping work
- To demonstrate an understanding of the use of the housekeeping cart
- To be familiar with how to clean a patient's room
- To be able to make a patient's bed
- To know good patient relations
- To be familiar with the procedure for patient room check out
- To be familiar with office cleaning
- To be able to follow housekeeping work schedules

CLASSROOM MANAGEMENT AND METHODOLOGY:

The language training for the housekeeping unit follows the whole language philosophy and uses participatory, cooperative learning, and language experience methods. Language skills are integrated into the content area of job training for entry-level housekeeping jobs. Language training occurs before, during, and after the tours and shadowing at the hospital. Since students have limited time at the hospital and limited interaction with employees, they role play situations which occur in the hospital. Role playing different situations reinforces what is learned at the hospital and in the classroom. New vocabulary specific to the housekeeping department is reinforced in the classroom with realia and picture charts.

Isolation Room- If the patient has a highly contagious disease, such as pneumonia, tuberculosis, or hepatitis, there will be a Precaution sign outside the room. The housekeeper then enters observing the "UNIVERSAL PRECAUTIONS" by dressing in gown, mask, and gloves, as the case demands. After use, gloves and gown should be peeled off from the inside out, so as to avoid infection. Hands need to be washed with hot water and soap as a follow up procedure. If the mask and gown are disposable, they will go into the trash; otherwise into the laundry.

- Bed-Changing - The bed is fully automated. It goes up and down, and folds at various angles. It will be raised to waist height for stripping and changing, so that one does not strain one's back by bending.
- While stripping the bed, do not shake out linen, since germs present in the linen could contaminate the area.
 - Fold the linen into a ball at arm's length, so as not to breathe in the germs.
 - While putting on clean sheets, use the same precautions- do not hold the linen close to your body, so that you do not pass on any germs.
 - Used linen goes into the laundry hamper to be sent out later to a laundry service where the linen becomes completely sterilized through mangle pressing.
 - When putting on fresh linen, make sure that the torn linen goes into the net bag for later repair; if it is stained, it goes back into the laundry hamper.

Bed Cleaning - After stripping the bed, a rag sprayed with disinfectant will be used to wipe down the complete mattress with firm, vigorous strokes. Both front and back of the mattress will be rubbed down. Flip up mattress for backside cleaning. The handrail and controls will be wiped down, as well as the springs of the bed, the headboard which detaches, and the foot of the bed; also the power cord connection.

Note - Most germs collect on DUST; hence, thoroughness a must .

Bed Making - A fitted sheet is placed on the mattress. On that, in the center, a smaller knit or plastic draw sheet is placed for incontinent patients (who wet their beds).

- Thermal Blanket - A top sheet follows, and then a thermal blanket which keeps the patient warm in winter and cool in summer due to its insulation pockets; make sure that there are no wrinkles in the sheets since they can cause bed sores.
- Bedspread - A bedspread follows the thermal blanket for insulation purposes and attractiveness; this must also be creasefree. The top sheet is folded down over the bedspread, high enough up towards the patient's head, so that he can be tucked in warmly.
- Envelope Corners - The top sheets will be folded into hospital or envelope corners at the bottom of the mattress.

DESCRIPTIONS
OF
HOUSEKEEPING
TOURS AND DEMONSTRATIONS

INFORMATION FOR THE TEACHER

To help with:

Job specific lessons
Housekeeping vocabulary
Background material
Ideas for the unit

Sheets - may look greenish which comes from frequent washing. The cotton of the combo polyester/cotton has washed out leaving the polyester which is stronger (more durable), and lighter in weight than cotton; it also dries faster than cotton.

Room Cleaning - Replace all towels and face cloths; put soiled items into the laundry hamper.

- Begin with high dusting- above waist level- since it falls to the floor.
- Dust and wipe down all surfaces (ledges, ridges, behind lamps, cracks of chairs, chair rungs, insides of drawers (empty out any left items)
- Empty needle box, clean inside and outside of trash can, as well as ledges underneath it.
- Continue with low dusting, starting from the farthest point in the room and working towards the door in a figure 8 so as to keep the dirt in front of the mop.
- Then damp mop the room with the figure 8 movement as well

Bathroom - The bathroom is last; clean and scour toilet, tub, sink, and fixtures.

Do not forget to inspect the room once you have completed the job.

He showed us the housekeeping cart and caddy with all of the cleaning products and tools which he demonstrated. He also gave us a hand-out with all of the information related, including the 7-step cleaning procedures.

- The Housekeeping Cart - The metal housekeeping cart on wheels has an opening side door. There are three shelves inside:
- Bottom - This shelf contains spare mop heads (dry, high and wet)
 - Middle - Paper towels, toilet tissue, and plastic liners for bathroom dispensers are stored here.
 - Top - Spare cleaning cloths, furniture polish, stainless steel cleaner, and liquid/bar soap are here.
- Cloth Trash Bag & Liner - This is used for trash; it is located in the back of the housekeeping cart.
- Front Shelf - A bucket & wringer, mops (dry, high, and wet) with handles, and dust pan with counter brush
- Top Shelf with Caddy - Disinfectants, double bucket, bowl mop, sponge, scraper blade and cleaning cloth, glass cleaner
- The Seven Steps of Cleaning - High dust (shoulder height to ceiling)
 Surface Disinfection
 Bathroom Disinfecting
 Empty Wastebaskets
 Floor Dust (using the 'S' stroke)
 Floor Disinfecting
 Your Inspection

- We also learned about:
- Discharge Unit Cleaning
 - Precaution Room Cleaning
 - Cleaning Sequence
 - Masks, Gowns, and Gloves
 - Handwashing
 - Daily Cleanings
 - Routine Wall Washing
 - Double Bag Technique
 - Airing Precaution Rooms
 - Terminal Wall Washing

HOUSEKEEPING

LESSON PLANS

ACTIVITIES

WORKSHEETS

LESSON PLAN: CLEANING SUPPLY LABELS

Objectives:

- To be familiar with names and kinds of cleaning supplies
- To read and understand cleaning supply labels
- To be able to follow instructions on labels
- To know the use of cleaning supplies
- To be aware of dangerous chemicals in cleaning supplies

Materials:

- Home cleaning supplies and hospital cleaning supplies
- Labels from the supplies
- Photocopies of the labels (enlarged when needed)
- Newsprint (one sheet hung on the wall for each student)
- Colored markers for each student

Procedure:

- Students will bring in one cleaning supply they use.
- Teacher will display familiar cleaning supplies in the classroom.
- Students will choose one supply, read their label, and answer questions about the label
- Students will write their answers on newsprint.
- Students will show their supply to the classroom and tell the other students about their product.

ACTIVITY: CLEANING SUPPLY LABELS

1. Each student has one cleaning supply with a label to read.
2. Students will be looking on the labels for the answers to the following questions:

What is the name of the supply?

What is the supply used for?

What is one instruction on how to use the supply?

What is one ingredient in the supply?.

What is one caution for the supply?

3. Students will write answers to the questions on their newsprint. If the students are unable to answer all the questions they can ask others in the classroom for help.

NEWSPRINT WILL LOOK LIKE THIS BEFORE THE ANSWERS HAVE BEEN WRITTEN:

CLEANING SUPPLIES	
NAME OF SUPPLY -	
USED FOR -	
INSTRUCTION -	
INGREDIENT -	
CAUTION -	

4. Students will report to the whole class after completing the work. They will stand by their newsprint, show the supply, and tell about it.

READING LABELS



LESSON PLAN: HOUSEKEEPING CART**Objectives:**

Identify cleaning supplies, tools, and equipment on the housekeeping cart

Tell what the supplies, tools and equipment are used for

Correctly use prepositions to describe the location of things on the housekeeping cart

Correctly use infinitives to talk about housekeeping equipment, tools, supplies, and work.

ACTIVITY: HOUSEKEEPING CART

Identifying supplies and equipment on a housekeeping cart

Procedure:

Students will draw their own picture of a housekeeping cart with supplies, tools and equipment.

Students will label their pictures in pencil.

Teacher will draw a housekeeping cart on chart paper.

Round robin students will name one item on the chart.

The teacher will write the names on the chart.

This process will continue until as many items are labelled as students can name.

Students will read aloud the the names on the chart.

Students will add things and labels to their own pictures.

Students will make their own corrections on their pictures.

In pairs students will ask each other questions:

Where is the mop?

Which shelf is the furniture polish on?

Where are the plastic liners?

Then students will ask the whole group questions.

LESSON PLAN: HOUSEKEEPING CART PICTURE DICTATION**Objectives:**

To be able to listen to and follow instructions

To be able to follow instructions concerning location of supplies and equipment on a housekeeping cart

To be able to identify and write the names of items on a housekeeping cart

To be able to ask and answer questions about location

Materials:

Picture Worksheet

Procedure:

Students will be given a picture of a housekeeping cart with nothing on it.

Students will be asked to draw a supply, tool, or equipment on a particular place on the cart and label it.

Example: Draw a bucket on the front shelf of the cart.
Write bucket on the picture of the bucket.

Students will exchange drawings and correct each other's drawings.

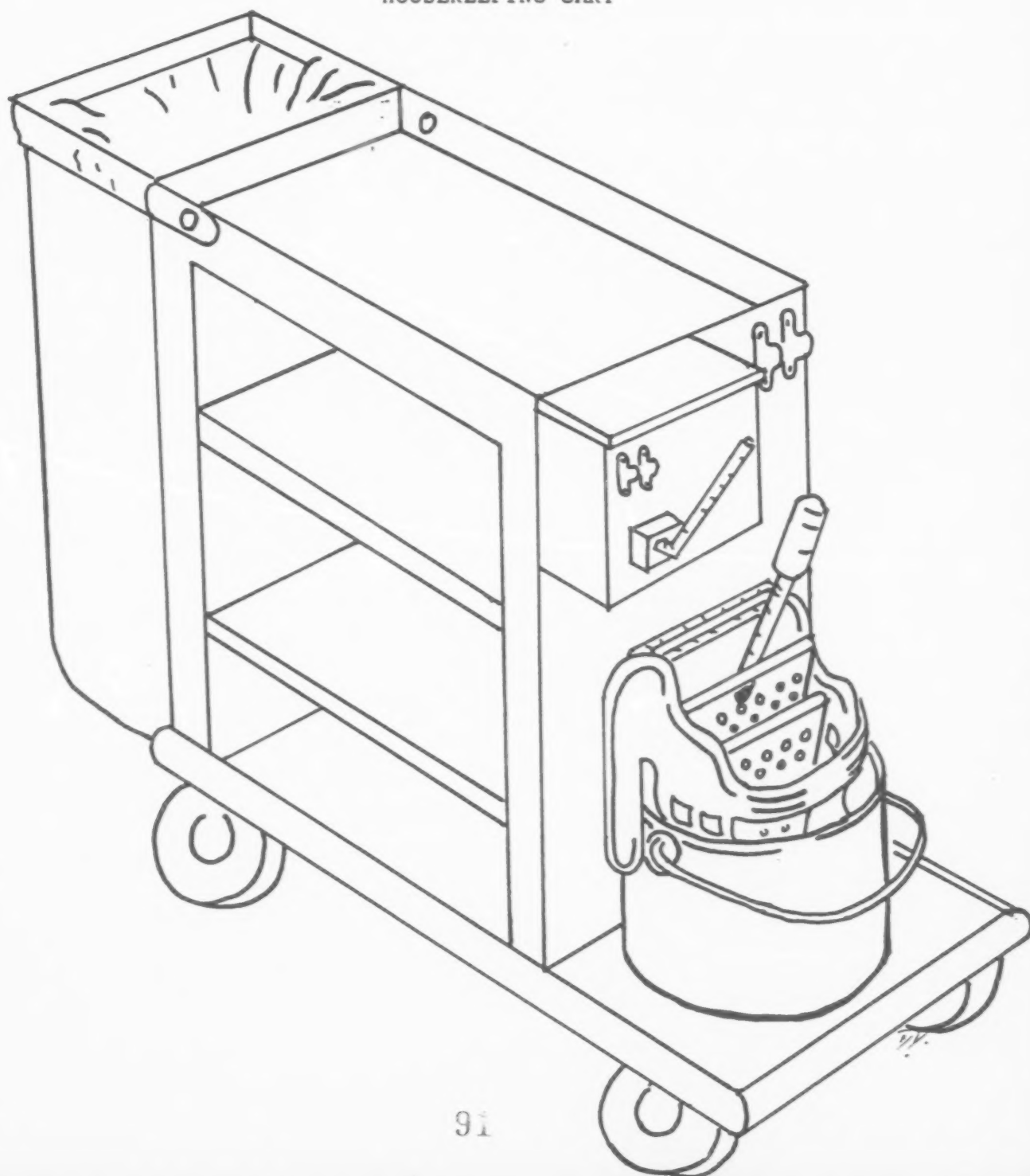
Students will ask each other questions about location like:

Where is the bucket?

Where are the plastic liners?

PICTURE WORKSHEET: HOUSEKEEPING CART

HOUSEKEEPING CART



ACTIVITY: HOUSEKEEPING CART**Objectives:**

To be able to identify cleaning supplies and equipment on a housekeeping cart

To be able to categorize supplies and equipment

To be able to demonstrate an understanding of the uses of different supplies and equipment

Materials:

Housekeeping cart with cleaning supplies and equipment

Additional cleaning equipment

Post-it sticky notes

Worksheet handout for listing housekeeping equipment and supplies

Procedure:

1. Teacher will give each student a post-it sticky note.
2. Students will get up and find a piece of equipment or supply and write its name on the sticky note.
3. Students will stick the sticky notes on the supplies and equipment.
4. Next students will be given the handout for listing cleaning supplies and equipment.
5. Students will write the names of supplies and equipment in the correct categories on their handouts.
6. Students will read their answers turn by turn for student approval of categories.
7. Students will then write the use of the different items on their handouts.
8. Then students will work in pairs and ask each other questions from their handouts. They will compose their own questions like:

What do you do with a broom?

What are paper towels used for? 92

WORKSHEET: HOUSEKEEPING CART**HOUSEKEEPING CART**

1. Write the names of housekeeping equipment under the heading "equipment."
2. Write what work is done with the piece of equipment under the heading "work."
3. Write the names of housekeeping supplies under the heading "supplies."
4. Write what the supplies are used for under the heading "used for".

EQUIPMENT**WORK****SUPPLIES****USED FOR**

LESSON PLAN: HOUSEKEEPING CART - GRAMMAR EXERCISE**Objectives:**

To be able to form and use an infinitival construction correctly in an exercise about housekeeping supplies and equipment

To practice the use of infinitives

Materials:

Worksheet chart from the previous lesson on the housekeeping cart

Infinitives worksheet on the next page

Procedure:

Students will look at the pictures of the housekeeping cart and the charts with lists of housekeeping supplies and equipment.

A pattern sentence will be written on the blackboard using an infinitival construction like *I use a mop to mop the floor.*

Then some sentences will be written on the blackboard leaving out the *infinitive* or the word *to*.

Students will tell which words are missing.

The rule for an infinitival construction will be explained.

Using words from the pictures and charts students will construct their own sentences requiring infinitives.

The handout on infinitives will be passed out and students will fill in the blanks on the handout.

WORKSHEET: HOUSEKEEPING CART - GRAMMAR EXERCISE**INFINITIVES**

An infinitive has a to and then the bare stem form (come) of the verb.

Examples:

to go to be to use to need to like

In some sentences the main verb is followed by an infinitive.

Using an infinitive fill in the blanks in the following sentences:

I like to _____ the patient's room.

I like to _____ the corridor of the hospital.

I like to _____ a broom.

I like to _____ the faucets shine.

I need to _____ my work early.

I need to _____ the wastebasket.

I want to _____ the supplies away in the right places.

I want to _____ a good job.

After I clean a room I have to _____ the room.

In some sentences the main verb is followed direct object and then the infinitive. Fill in the blanks using an infinitive:

I use a spray to _____ the windows.

I use a mop to _____ the floor.

I use sanitizer II to _____ the bathroom.

I need cleaning cloths to _____ the bathroom.

I need a high duster to _____ the room.

I need a johnny mop to _____ the toilet.

I need a vacuum to _____ the rug.

I need a germicide to _____ the germs.

I want my supervisor to _____ my work.

LESSON PLAN: RULES AND REGULATIONS**Objectives:**

Awareness of hospital rules and regulations

To develop conversational skills around rules and regulations

Discuss reasons for rules and regulations

Procedure:

Two activities are described in detail on the next pages.

These activities would be done after students have been to the classes at the hospital and experienced some of these situations concerning rules and regulations in the housekeeping department.

The first activity is a pre-role play activity to be done individually, presented to the class, and then discussed by the class.

The second activity is a role play situation in which students work in pairs to prepare a role play for the class. Each pair is given a situation with characters. Also they are given two props to use in the role play.

ACTIVITY: RULES AND REGULATIONS

1. Students are given an index card with a sentence or phrase on it.
2. Students read their sentence and try to imagine who is talking with who, where they are, and what they are talking about.
3. Then they have to write one sentence that could have been said before and one that could have been spoken after.
4. After finishing they will read the sentence they were given and the whole sequence of sentences. Other students will guess

Who is talking?
 Where they are talking?
 What they are talking about?

Index cards will look like this

I can't come to work today.
Who are the people talking? Where are they? What are they talking about?

Other sentences for index cards:

My vacuum cleaner isn't working.

My bowl cleaner is finished.

I can't come to work today.

ACTIVITY: RULES AND REGULATIONS CONTD.

Will you please help me get out of the bed and walk to the bathroom?

What's wrong with the patient in Room No. 202?

Call Mr. Erif.

The environmental center is a mess.

The housekeeper who cleaned my room yesterday did a very poor job.

Where is your uniform?

Somebody stole my pocketbook from the housekeeping cart.

The cafeteria is on the second floor.

Those chemicals are dangerous.

ACTIVITY: RULES AND REGULATIONS**ROLE PLAY**

1. Students will be given a role play card with situations for role playing.
2. With each role play card the students will be given two props to use in their role play.
2. Students will work with their partner to prepare a role play.
3. Then they will present the role play to the class.
4. After the role play students will answer the questions:

Who are the characters?
 Where are they?
 What are they doing?
 What is the problem?
 What would you do in this situation?

Situations for role playing:

1. Characters: Housekeeper and Housekeeping Supervisor.

Situation: Housekeeper has just found some needles in which had been thrown out in a patients wastepaper basket and is reporting this to the supervisor.

Props: Disposable needles and a wastepaper basket.

2. Characters: Housekeeper and Patient

Situation: A patient asks the housekeeper to take her to the bathroom.

Props: Mop and gloves

3. Characters: Housekeeper and Patient

Situation: A patient asks the housekeeper about what's wrong with some other patients in the ward.

Props: Plastic bags and a newspaper

4. Characters: Housekeeper and Housekeeping Supervisor

Situation: The housekeeper is sick and is calling her supervisor to say that she can't come into work

Props: Telephone and an answering machine

WORKSHEET: INTERVIEW GRID FOR HOUSEKEEPING JOB DESCRIPTION

Write the name of each student and their answers in the boxes.

QUESTION: What housekeeping work do you like?

LESSON PLAN: HOUSEKEEPING JOB DESCRIPTION**Objectives:**

- Read and understand a job description
- Ask questions about the job description
- Describe and write some of the job duties
- Discuss which duties are liked and which are difficult
- Know about qualifications needed for the job

These lessons are to be done after the students are familiar with housekeeping duties and have seen the housekeepers working at the hospital.

Lesson 1. Housekeeping Job Description (Reading comprehension)**Procedure:**

Read the job description aloud to the students before giving them the worksheet.

Round robin style ask each student to tell a job duty or a word they remember from the reading.

Pass the job description out and ask students to read silently.

Ask students to write down one word they don't know.

Students will ask each other about the meanings.

Students will read the description aloud round robin.

Teacher will read the description aloud once again.

Students will turn their paper over and the class will reconstruct the description on newsprint.

The reconstructed description will be given for a dictation

Lesson 2. (Interview grid)**Procedure:**

Using an interview grid students will question each other and write their answers on the grid. The questions will include:

- What housekeeping work do you like?
- Which part of the job is difficult?
- What are the qualifications for the job?

WORKSHEET: HOUSEKEEPING JOB DESCRIPTION**HOUSEKEEPING AIDE****JOB SUMMARY:**

Daily cleaning and supplying patient rooms, nursing stations, bathrooms, offices, and any other areas assigned. Will use cleaning devices including wet mops, small wringers, dusters, household type vacuum cleaner, and other tools, products and supplies.

QUALIFICATIONS:

Must pass physical examination. Must (after brief training) be able to demonstrate the correct use of chemicals, supplies, and tools.

DUTIES:

Perform cleaning functions according to schedule and prescribed methods.

1. Dust horizontal surfaces that collect dust.
2. Empty wastebaskets and remove trash.
3. Damp wipe clean all furniture.
4. Clean and polish fixtures in the bathroom.
5. Dry and wet mop floors of rooms and offices.
6. Spot clean wall, windows, and polish metal surfaces.
7. Replenish room supplies.
8. Perform discharge cleaning as indicated:
Strip and make beds completely. Wash bed, chairs, and bedside table with germicide solution. When unit is ready for occupancy - initial and put time on discharge sheet at nursing station.

Maintain assigned equipment for cleanliness and necessary repairs.

Observe and report the need to repair equipment and furniture.

In case of fire to perform duties as assigned.

Perform any other tasks which may be assigned.

This housekeeping aide's job description is adapted from a St. Joseph's Hospital job description.

Objectives -

1. The students will be able to read and understand a work schedule.
2. The students will be able to ask and answer questions about the work schedule.
3. The students will be able to make simple present tense sentences.

Materials -

Teacher made chart using students' names
(using the students' names stimulates interest and creates relevancy)

Procedures -

Teacher draws chart on the board (large and clear) using the names of the students present , and filling in boxes with typical job duties

(Initial board work focuses the class as a unit on the activity at hand, and creates the environment for maximum cooperation)

NEVER give out the hand-out until sufficient verbal work has been completed through chart work on the board. Papers only distract at this point.

Teacher goes over any difficult or forgotten vocabulary words, though most vocabulary is familiar from earlier job related exercises.

Teacher models the questions (WH - questions: Who/ What/ Where/ Why When/ Which and Do/Does..or How many..?) and students only respond at this point .

Teacher writes a few sample questions next to the chart which students can read and practice .

After sufficient practice the students now ask and answer questions with little or no interference from the teacher. One student may go up to the chart and play teacher. The student who answers correctly goes to the board.

Another follow-up exercise is to have the students pair up and practice questions and answers while the teacher circulates to facilitate in the process.

(The students are now independently responsible for their own learning.)

After much board practice the students are ready to reinforce what they have learned through written work. Hand-outs with charts and questions are distributed for the students to work on. The more advanced students will assist the slower students.

The students finally formulate five new questions - written and swap papers with their neighbors who will answer the new questions .

WORKSHEET: WORK SCHEDULE

Name _____

Date _____

99

Housekeeper's Work Schedule

Name	M	T	W	Th	F
Rorn Sokom	vacuum offices 103 - 113	clean rms. 16-60 →		wash windows 1st floor	wax and polish lobby floor
Kim San	clean rooms 306 - 366 →		wax and buff 2nd floor & 3rd floor →		spot clean carpet in lobby
Chheuth Phal	dry and wet mop 3rd floor	clean bathrooms 1st and 2nd floors →		clean rooms 215- 285 →	
Kim Saran	change beds & polish furniture 2nd floor →		dry mop and dust 405 - 440	vacuum carpet in looby	wash windows 3rd floor

Answer the following questions with complete sentences:

1. What does Rorn do on Friday ?

2. Where does Kim Saran change beds and polish furniture ?

3. When does Kim San clean rooms 306-366 ?

4. Who cleans the bathrooms on the second floor ?

5. How many days does Kim San wax and buff floors ?

Now you write five NEW questions using the chart above and exchange papers with your neighbor who will answer your questions as you answer hers/his. Use the reverse side of this paper.

1. _____ ?

WORKSHEET: WORK SCHEDULE STORY

Date _____

Sambath's Job at St. Joseph's Hospital

Sambath is a housekeeping custodian at St. Joseph's Hospital. He begins work at 7am and finishes work at 3pm. Every day he cleans the floors in the corridors and other areas. Once or twice a month he wipes down and washes the windows, walls, ceilings, and lights. Once a week he scrubs, waxes, and polishes or buffs the floors with automatic floor machines. He also vacuums the carpets with commercial vacuums for cleaning and bacteria control. He dry mops and wet mops the floors as well. He transports trash and linen from utility rooms to different areas on a daily basis. Sometimes he moves furniture and sets up meeting rooms. His work requires a lot of energy, but he enjoys his job and earns a good salary.

Answer the following questions with complete sentences:

1. What is Sambath's position in the hospital ?

2. What are Sambath's work hours ?

3. How often does he clean the floors in the corridors ?

4. Why does he vacuum the carpets ?

5. Where does he transport the linen to ?

Now you make up and write five different questions about the story on the back of this paper.

HOUSEKEEPING

TESTING

TEST 1: HOUSEKEEPING CART

Circle the correct answer/answers

1. Everything we need to clean with, in a patients room can be found where? (Circle one)

- A. At the nurses station
- B. On the housekeeping cart
- C. In the kitchen/
dishwashing area

2. Circle the supplies that can be found on the housekeeping cart:

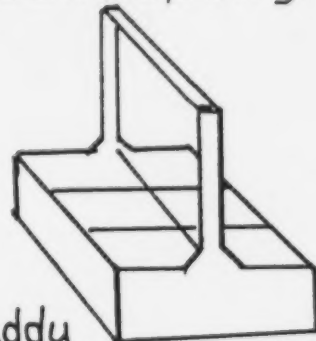
A.



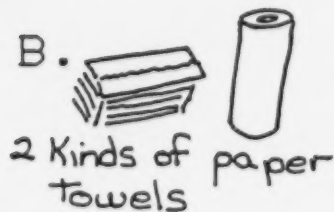
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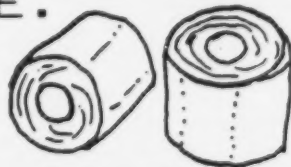
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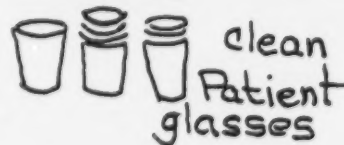
B.



E.



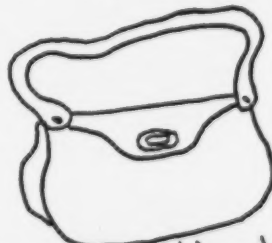
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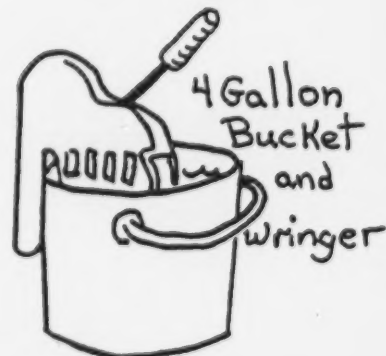
C.



F.



I.



3. One reason we use a housekeeping cart is:(circle one)

A. to save closet space we put our closet on wheels

B. to bring patient trays to their rooms.

C. to save a lot of steps running around for the materials we need to clean.

4. It is important to wear gloves when we clean in a patients room. Why? (Circle 2)

A. So our hands will still smell nice after we are finished.

B. To protect us from any germs the patient might have had.

C. To protect us from germs in the sink and toilet area.

D. Because the spray bottles become slippery when wet and rubber gloves help us hold them.



5. The wringer in the 4 gallon bucket does what? (Circle 1)

A. Squeezes the dirty water out of the wet mop into the pail (bucket).

B. Empties water out of the mop so it will dry faster.

C. Squeezes the dirt out of the dry mop so you can use it again.

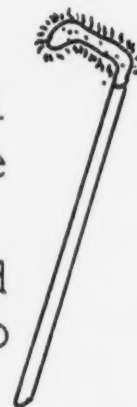


6. The high dust mop has a chemical on it that (circle 1)

A. makes the room smell better after you are finished.

B. softens the dirt and makes it easier to clean with a rag.

C. makes the dirt stick to it like glue.

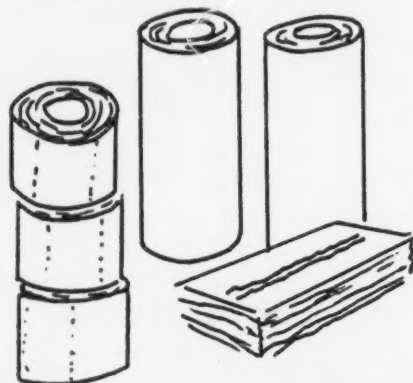


TEST II: ENVIRONMENTAL CONTROL CENTER

Circle the correct answer/answers

1. The environmental control center is a room that is a little bigger than a closet. What are some of the things you would find there? (Circle anything you would find there)

A.



2-3 days Supplies of paper goods

B.



Cleaning Solution
to clean the Sinks
and buckets
daily

C.



extra dishwear

D.



Sink with hot and
Cold running water

E.



hooks to hang your personal
clothes on when you change
into a uniform.

F.



extra cleaning rags

2. In the environmental control center - you should never leave (Circle 2)

- A. Dirty mops and dirty cleaning cloths.
- B. A bucket with water in it.
- C. A clean mop for use at night.
- D. A neat and well-stacked center.

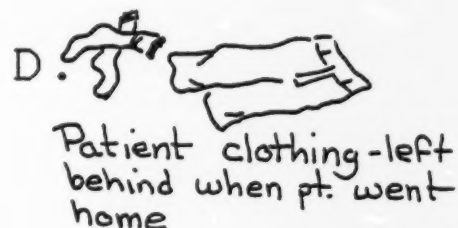


3. The environmental control center is a place where you go to

- A. have a cigarette.
- B. remove the dirty high dusters and dustmops and place them in a plastic bag to be sent to be laundered.
- C. find out what your work schedule is.



4. Circle the items that go into a plastic bag when you are finished with them and to the laundry to be cleaned.



5. At the end of the day your bucket and wringer should be rinsed and wiped dry and the bucket should be stored upside down overnight. Why? (Circle 1)

A. So it won't rust

B. Because it's neater

C. To prevent the growth of germs



UNIT IV

FINDING A JOB IN A HEALTH CARE FACILITY

The purpose of the health care training program is to prepare students to work in the health care field. Therefore, it is important that students learn the skills needed for finding a job in a health care facility. English language skills are extremely necessary throughout the job search process. In this unit students learn how to find a job, how to fill out job application forms, to prepare for interviews, and finally how to accept a job. For most of the students the health care field is a new field for them in terms of employment. They have never worked in a health care facility and do not have friends or relatives in the field. Therefore they have difficulty in networking on their own to find health care jobs. Students are encouraged to contact people they have met during classes and tours at the hospital for help in finding jobs.

CONTENT: Students are introduced to the following content areas for finding a job in a hospital/health care facility:

- Job search techniques for finding a job in a health care facility
- Job applications
- Job interviews
- Choosing the right job in the health care field
- Health insurance

LANGUAGE OBJECTIVES:

- To read and understand help wanted advertisements
- To read a job posting in a human resource office or on an employee bulletin board
- To read a job application form
- To understand the different sections in a job application form
- To understand the questions asked on a job application form
- To fill out a job application form
- To transcribe answers from one application form to another form
- To make a follow up call after submitting an application
- To respond to a telephone call from personnel
- To answer simple questions for an interview
- To answer open ended questions for an interview
- To tell and write about themselves, their education, and previous work experience
- To ask questions in an interview
- To describe job duties for jobs applied for

LEARNING OBJECTIVES:

- To demonstrate an understanding of the skills needed to find a job in the health care field
- To be able to make choices about which job to apply for in the health care field
- To gather information for a job application form
- To ask people if their name can be used as a reference
- To be able to prepare for an interview
- To be able to begin and end an interview
- To be able to answer and ask questions in an interview
- To demonstrate an understanding of different hospital jobs
- To be able to keep a notebook with information on jobs applied for
- To be able to make and to respond to calls regarding job applications and interviews
- To be able to make a choice about which job to accept
- To be able to choose and use employer health insurance

CLASSROOM MANAGEMENT AND METHODOLOGY:

In the classroom students go through the various steps in finding a job until they are familiar with the whole process. They look at the classified section in the newspaper and look at job listings in local health care facilities. Then they decide which jobs to apply for.

Applications for these jobs are secured and students start by collecting the information they need for filling out real job application forms. Filling out applications is a very difficult task so the applications are broken up into sections and students work on a section at a time. Questions and difficult words are looked at and discussed. Some lessons are included in this chapter in the section LESSON PLANS/ACTIVITIES/WORKSHEETS. These lessons reinforce skills needed for filling out an application. Picture cards and picture dictionaries are made by the students for difficult words like "felony," "committed," "military," "lawfully," "permitted," "handicapped," and "notify." The picture dictionary and cards include the word, a picture, the meaning, and a sentence with the word.

For interviewing students practice the questions they are likely to be asked in an interview. A lot of time is spent on open ended questions like "Tell me about yourself" and "Describe what you did in your last job." These questions are very difficult to answer if a student has never practiced in the classroom even though they know the answers. Students work on these questions and answers with a variety of activities. They write their own scripts for answering these questions and work in pairs practicing the answers. Also role play situations are set up for different jobs and students take turns being the interviewer and interviewee.

When students are familiar with the whole process they go out to apply for jobs in health care facilities. Each student reports back to the class about what happened during the job search. Lessons are then done around the real situations which occurred during the job search.

FINDING

A

JOB

LESSON PLANS

ACTIVITIES

WORKSHEETS

///

WORKSHEET: JOB APPLICATION - A

PARTS OF A JOB APPLICATION

PERSONAL

NAME _____
 Last First

ADDRESS _____
 Number Street City State Zip

SOCIAL SECURITY _____

ALIEN REGISTRATION NUMBER _____

PHONE _____

REFERENCES

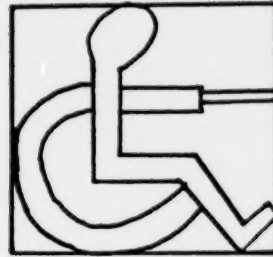
NAME	ADDRESS	PHONE
_____	_____	_____
_____	_____	_____
_____	_____	_____

EDUCATION

NAME of SCHOOL	NUMBER of YEARS ATTENDED	DATES ATTENDED
_____	_____	_____
_____	_____	_____
_____	_____	_____

WORK EXPERIENCE

COMPANY NAME	ADDRESS	PHONE	POSITION	DATES WORKED
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

WORKSHEET: JOB APPLICATION - B

Change the order of the words to make a sentence which makes sense. Write the new sentence.

1. felony never I a committed have

2. military I service been have never the

3. lawfully I to permitted in work am United States the

4. handicaps not I any have do

5. citizen am I a not United of States the

6. hospital worked I in have this before never

WORKSHEET: JOB APPLICATION - C**QUESTIONS ON JOB APPLICATIONS**

In your group read the questions below and decide on the answers. Then write the answers to the following questions which you might find on a job application:

1. Are you allowed to work in the United States?

2. Have you ever committed a felony?

3. Have you ever applied to this company before?

4. Who should we notify in case of an emergency?

5. Are you a U.S. citizen?

6. Do you have a relative who works in this company?

7. How did you hear about this opening?

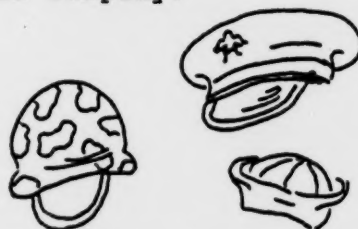
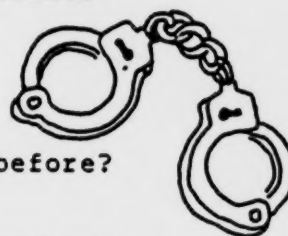
8. Have you ever served in the military?

9. Are you legally prevented from working in the United States?

10. Do you have any handicaps?

11. Can you work overtime?

12. How much salary do you expect?



LESSON PLANS: JOB APPLICATION - A, B, and C**Objectives:**

To be familiar with the different parts of a job application

To be able to understand difficult words and questions on a job application

To gather information for a job application

To practice reading a job application and filling out a job application form.

Procedure for Worksheet: Job Application - A:

Put application form on an overhead projector

Ask students to fill out as much of the application as they can on their own and then ask questions about the parts they cannot fill out.

Write the answers to the difficult parts of the application on the transparency on the overhead projector

Then have students write their own answers on the transparency before they write them on the worksheet

Procedure for Worksheet: Job Application - B:

Students will unscramble sentences with difficult words from a job application form

Procedure for Worksheet: Job Application - C:

Students will work in groups to answer the questions on this worksheet which might be found on an application form.

One student will read the questions aloud.

All students will decide what the answer should be.

One student will write the answers.

Students will pass their worksheets to another group.

The other group will look at the answer and decide which question was answered best.

One student from each group will read the best questions and answers to the whole class.

LESSON PLANS: INTERVIEW-A, B, and C**Objectives:**

- To be familiar with questions asked in an interview
- To practice answering interview questions

Procedure for Worksheet: Interview-A:

Teacher will demonstrate on the board how to do the Worksheet

Students will read the questions in Worksheet-A and fill in the blanks.

After completing the work students will correct their own work.

Procedure for Worksheet: Interview-B:

Teacher will demonstrate how to do matching questions

Students will do the Worksheet.

Students will read their answers, decide the correct answers, and make any necessary corrections.

Procedure for Worksheet: Interview-C:

Teacher will demonstrate with examples on the board how sentences are unscrambled.

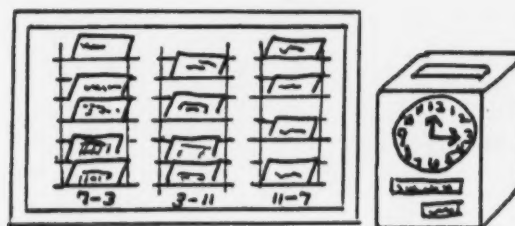
Students will be given the Worksheet: Interview-C.

The teacher will go through the first question with the students.

Students will unscramble the sentences for an interview.

After finishing the sentences the class will read their answers and students will correct their own papers.

WORKSHEET: INTERVIEW - A



Interview Questions

Read the questions.

Fill in the blanks in the answers to the questions.

1. What job are you applying for?

I am applying for the job of _____.

2. How did you hear about this job?

I heard about the job from my _____.

3. How long have you been in the United States.

I have been here for _____ years.

4. Have you had any experience for this job.

I worked as a _____ in Cambodia.

5. Do you have transportation to get to work?

Yes, I have my own _____.

6. Can you work overtime?

Yes, I can work _____.

7. How much salary do you expect?

I would like at least _____ an hour.

8. Why do you want to work for this company?

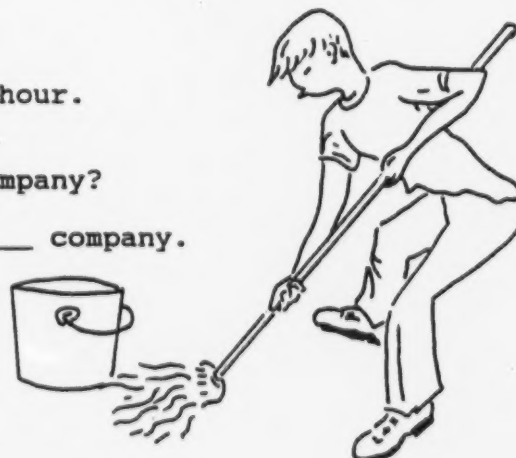
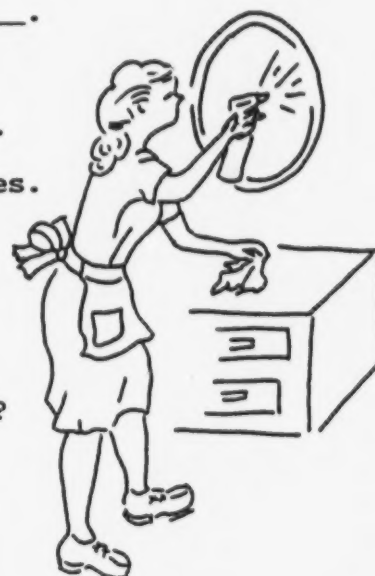
I have heard that this is a _____ company.

9. What shift do you want to work?

I can work _____ shift.

10. What languages do you speak?

I speak _____ and _____.



WORKSHEET: INTERVIEW - B



Match the questions with the correct answers.
Draw a line from the question to the correct answer.

A

B

Why do you want to work for this company?

I have been in the U.S.A. for five five years.

What position are you applying for?

I heard about the job from a friend who works here.

How long have you been in the U.S.A.?

I can work overtime.

What experience have you had for this job?

I am from Cambodia. I have three children. I was a student in Cambodia.

Describe yourself.

I like the work.

How will you get to work?

I worked as a carpenter in Cambodia.

Can you work overtime?

I will drive my own car.

How did you hear about this job?

I am applying for the job of salad maker.

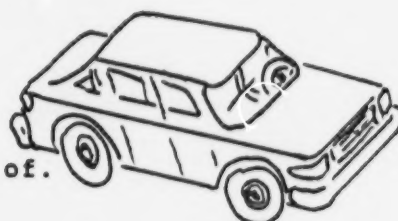


WORKSHEET: INTERVIEW-C**INTERVIEW**

Write the following interview questions and answers in the right order.

Question: job what want you do?

Answer: want I job the housekeeper of.

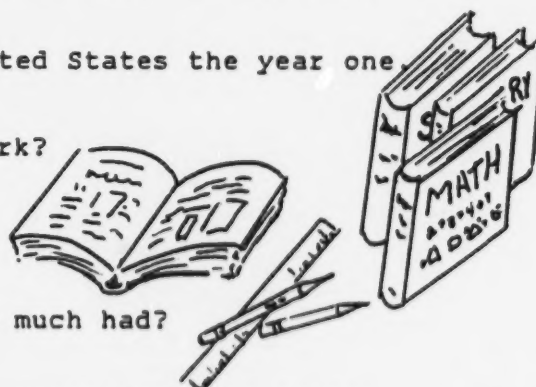


Question: long how you United States have the been in?

Answer: have I in been for United States the year one.

Question: will you how to get work?

Answer: work to drive will I.



Question: education you how have much had?

Answer: I five school had have years Cambodia of in.

Question: experience had what you have work?

Answer: sanitation was I Cambodia a in worker.



Question: you work why this do want you hospital in to?

Answer: hospital like this I and I working people with like.

Question: hear this how job did about you?

Answer: CMAA job heard I about from the this

LESSON PLAN: INTERVIEW**Objectives:**

To demonstrate an understanding of appropriate answers to the interview question: Tell me about yourself.

To practice answers to the interview question: Tell me about yourself.

To work together in a group and with partners.

Methodology:

Cooperative learning

Materials:

Worksheet

Procedure:

Divide class into groups of 4.

In the groups of 4 divide into partners

The partners will tell each other:

Name

Length of stay in the U.S.A.

Places they have lived in the U.S.A.

Work history in the U.S.A. and native country

Schooling in the U.S.A. and native country

Job they want five years from now

Then partners introduce their partners to the group reporting all the information they have learned about their partners

This activity can also be done in pairs if there is a small class. After the pairs have worked together they would report back the information about their partner to the whole class.

When students become more familiar with this activity they can add other information using their own ideas.

This lesson will be followed by a lesson in which students are directly asked the question:

Tell me about yourself

WORKSHEET: INTERVIEW**Instructions for the students:**

Divide into groups of 4
In your group choose a partner to work with
Tell your partner about yourself
Listen to your partner carefully because you will be
introducing your partner to the whole group
Reverse roles with your partner
Then each partner will introduce their partner to the whole
group

Find out the following information about your partner:

NAME:

BIRTHPLACE:

LENGTH OF STAY IN THE U.S.A.:

CITIES AND STATES LIVED IN THE UNITED STATES:

_____	_____
_____	_____

JOB IN THE U.S.A. AND NATIVE COUNTRY:

_____	_____
-------	-------

SCHOOL IN THE U.S.A. AND NATIVE COUNTRY:

_____	_____
-------	-------

JOB YOU WANT FIVE YEARS FROM NOW:

LESSON PLANS: INTERVIEW ROLE PLAY - A and B**Objectives:**

- To practice interviewing
- To be aware of the different parts of an interview
- To be able to begin and end an interview
- To be able to ask and answer questions in an interview
- To be able to work with a partner

Procedure for Worksheet- Interview Role Play - A:

Students will work in pairs.

The partners will take turns asking each other the interview questions.

After all the students have finished they will present their questions and answers to the class.

Procedure for Worksheet - Interview Role Play - B:

Students will work in pairs.

They will be given a handout with guidelines on how to prepare for their interview role play.

After students have prepared an interview dialogue and practiced the interview they will present their interview to the class.

WORKSHEET: INTERVIEW ROLE PLAY - A**INTERVIEW QUESTIONS**

Students will choose a partner and work in pairs.
Each partner will ask and answer all of the following interview questions:

1. What position are you applying for?
2. Tell me about yourself.
3. How long have you lived in the U.S.A.?
4. What work experience have you had?
5. How will you get to work?
6. How did you hear about this job?
7. Why do you want to work in this hospital?
8. How do you know you can do this job?

WORKSHEET: INTERVIEW ROLE PLAY - B

Instructions for the students:

1. Choose a partner to work with
2. Decide who will be the interviewer and who will be the applicant
3. Gives names to the interviewer and applicant:

Interviewer _____ Applicant _____

3. Decide the name of the hospital where you are applying and what job you are applying for:

Hospital _____ Position _____

4. Decide how you will begin the interview. Write down the beginning of the interview:

5. Practice questions for the interview.

6. Decide how you will end the interview. Write down the ending of the interview:

7. Present your interview to the class.

LESSON PLAN: QUALITIES OF A GOOD EMPLOYEE**Objectives:**

- To think about the qualities of a good employee
- To work together in a group
- To interact with other groups
- To make a group choice about the singular most important quality of an employee and write why it is important

Methodology:

Cooperative learning

Materials:

Worksheet

Procedure:

Divide class into groups of 3 or 4

Students will choose a group leader and a writer

In the groups students will think of adjectives that describe a good employee

The writer will write the adjectives alphabetically

After about 10 minutes or when the students seem to have run out of ideas, the group leader will exchange his/her list with another group.

Then the groups will look at the new lists and choose the most important quality of a good employee.

After making a choice they will write a sentence:

_____ is the most important quality of a good employee because _____

_____.

Finally the worksheets are handed back to the original group and they look at them and read the sentences.

WORKSHEET: QUALITIES OF A GOOD EMPLOYEE**Instructions for the students:**

Divide into groups of 3 or 4

Choose one person to be a group leader

Choose one person to be the writer

In your group work together to think of qualities of a good employee

Next to each letter of the alphabet the writer will write down one quality of a good employee

The group leader will encourage all group members to give suggestions

Write one word (adjective) for each letter of the alphabet describing a quality which makes a good employee.

Some examples for your list are:

punctual

quick

thoughtful

accurate

skillful

responsible

A _____	B _____	C _____
D _____	E _____	F _____
G _____	H _____	I _____
J _____	K _____	L _____
M _____	N _____	O _____
P _____	Q _____	R _____
S _____	T _____	U _____
V _____	W _____	X _____
Y _____	Z _____	

APPENDIX

Student Evaluation of the Health Care Training Program

On a rating of 1 - 5 (poor - excellent), please respond to the following questions:

- | | | | | | |
|---|----------|----------|----------|----------|----------|
| 1. How useful were the hospital classes ? | <u>5</u> | <u>4</u> | <u>3</u> | <u>2</u> | <u>1</u> |
| 2. How useful were the hospital tours ? | <u>5</u> | <u>4</u> | <u>3</u> | <u>2</u> | <u>1</u> |
| 3. How useful were the C.M.A.A. classes ? | <u>5</u> | <u>4</u> | <u>3</u> | <u>2</u> | <u>1</u> |
| 4. How useful were the materials ? | <u>5</u> | <u>4</u> | <u>3</u> | <u>2</u> | <u>1</u> |
| 5. How useful were the videos ? | <u>5</u> | <u>4</u> | <u>3</u> | <u>2</u> | <u>1</u> |
| 6. How was the teacher's presentation ? | <u>5</u> | <u>4</u> | <u>3</u> | <u>2</u> | <u>1</u> |
| 7. How useful is the health care program
for your daily life ? | <u>5</u> | <u>4</u> | <u>3</u> | <u>2</u> | <u>1</u> |
| 8. How did your English language skills improve ? | <u>5</u> | <u>4</u> | <u>3</u> | <u>2</u> | <u>1</u> |
| 9. How useful is the health care program
in finding a job ? | <u>5</u> | <u>4</u> | <u>3</u> | <u>2</u> | <u>1</u> |
| 10. What was the most helpful in the health care program ? | | | | | |

What was the least helpful in the health care program ?

Give suggestions for the health care program.

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